DOCUMENT RESUME

ED 238 874 SP 023 546

TITLE Middleton-Cross Plains Area Schools Physical Education Curriculum.
INSTITUTION Middleton-Cross Plains Area School District, WI.
PUB DATE [83]
NOTE 161p.
PUB TYPE Reports - Descriptive (141) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Adapted Physical Education; Athletic Equipment; *Athletics; *Class Activities; Curriculum Development; Educational Games; Elementary Secondary Education; *Individual Development; Lesson Plans; Lifetime Sports; Motor Development; *Physical Education; *Physical Fitness; Safety Education; Skill Development

ABSTRACT

A comprehensive physical education curriculum from kindergarten through grade 12 is presented. Objectives are outlined for each grade level along with descriptions of activities. Grading procedures are described as well as physical fitness testing programs. Course descriptions are given for activities at the high school level, including lifetime sports, recreation, and team athletics. The American Alliance for Health, Physical Education, Recreation and Dance fitness criteria percentile scores are included for both boys and girls from 9 through 17 years of age. The stated goal of this program is to help students improve personal attitudes, especially those related to wise use of leisure time, and improvement of physical condition through exercise and instruction in health habits. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED238874

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary Ann Allen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Table of Contents

I. Introduction

Scope and Sequence----------------------------pg. 1

Philosophy------------------------------------pg. 3

II. Kindergarten Objectives and Curriculum------------pg. 5

Suggested Extension Activities----------------pg. 11

Seasonal Activities---------------------------pg. 12

III. Elementary Objectives and Curriculum-------------pg. 13

Objectives------------------------------------pg. 14

Physical Fitness Testing Program--------------pg. 35

IV. Middle School Objectives and Curriculum-----------pg. 49

Grading Procedure-----------------------------pg. 50

General and Modified Physical Education Curriculum Guide----------------------------pg. 51

Modified Physical Education-------------------pg. 67

Middle School Fitness Program-----------------pg. 82

V. High School Objectives and Curriculum-------------pg. 88

Course Offerings------------------------------pg. 89

Goals and Objectives--------------------------pg. 92

Grading Procedure-----------------------------pg. 93

Physical Education at Middleton High School---pg. 94

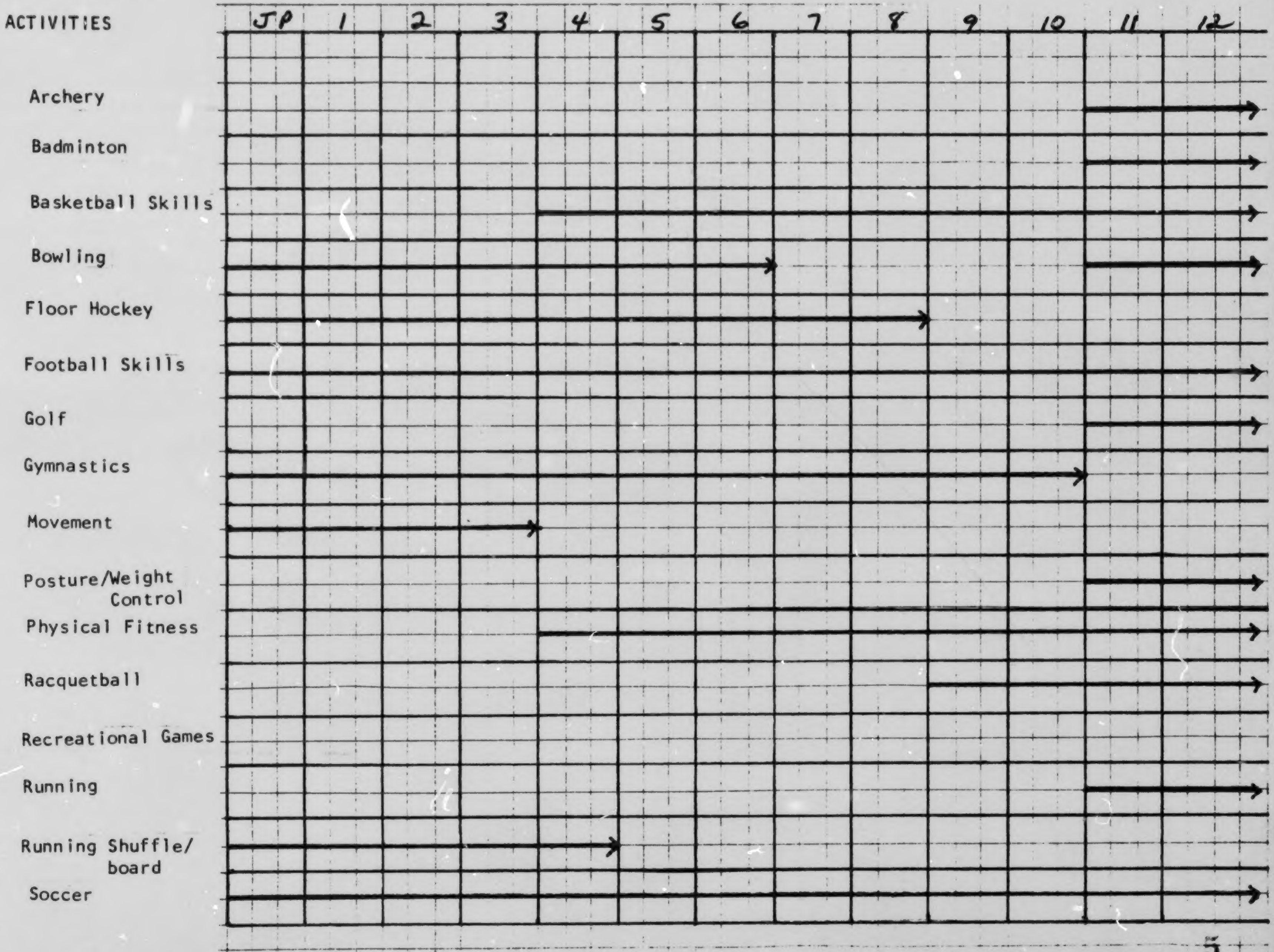
Physical Education Activities-----------------pg. 97

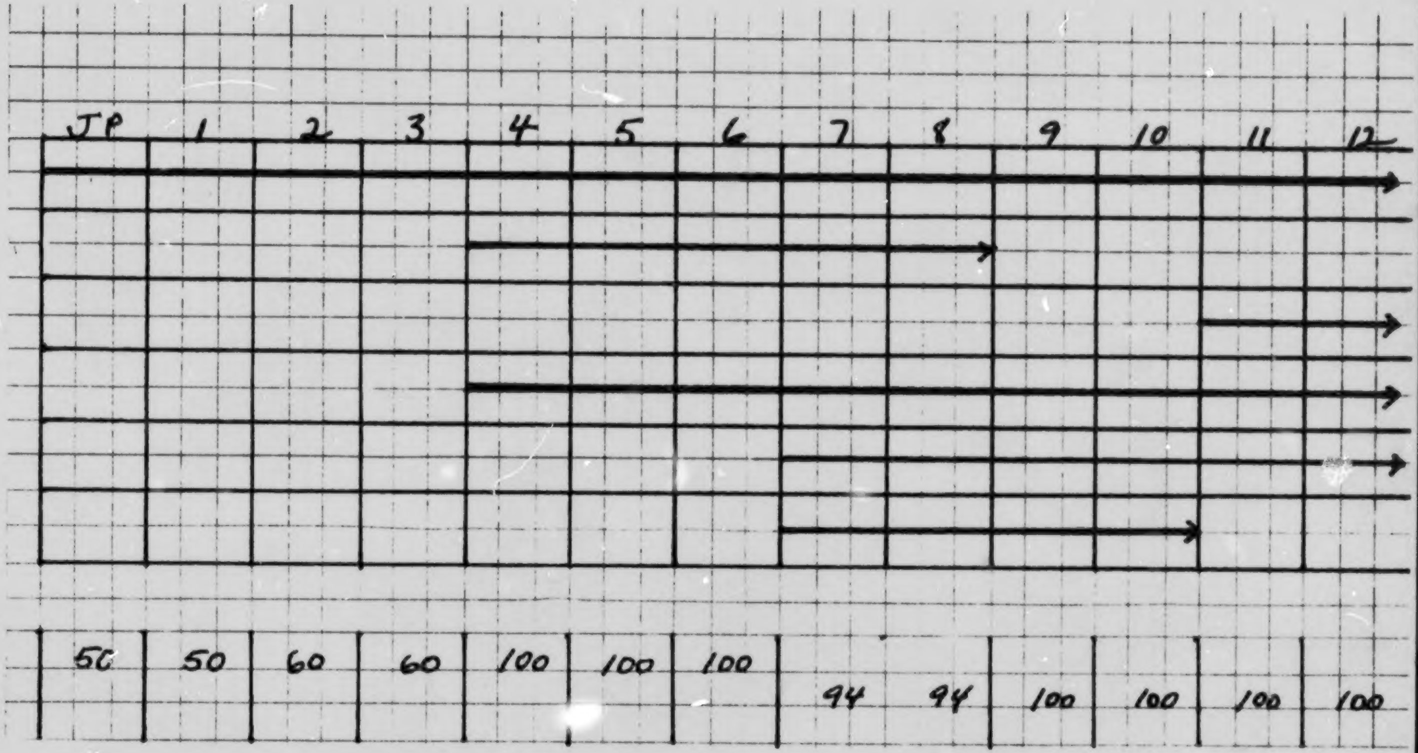
High School Fitness Testing Program-----------pg. 143

Modified Physical Education-------------------pg. 145

VI. Safety in Physical Education----------------------pg. 148

MIDDLETON-CROSS PLAINS AREA SCHOOL DISTRICT
SCOPE AND SEQUENCE
PHYSICAL EDUCATION ACTIVITIES CHART





	JP	1	2	3	4	5	6	7	8	9	10	11	12
Softball Skills	→	→	→	→	→	→	→	→	→	→	→	→	→
Track and Field					→	→	→	→	→				
Tennis												→	→
Volleyball					→	→	→	→	→	→	→	→	→
Weight Training and Conditioning								→	→	→	→	→	→
Wrestling								→	→	→	→		
Minutes of Class/ Week	50	50	60	60	100	100	100	94	94	100	100	100	100

MIDDLETON - CROSS PLAINS AREA SCHOOL DISTRICT

PHYSICAL EDUCATION DEPARTMENT

STATEMENT OF PHILOSOPHY

Physical Education is an integral part of the total school program. It is an educational process employing games, dance, and fitness activities to assist the individual in further development; physically, emotionally, socially and intellectually.

A Physical Education program serves the student's immediate developmental and future recreational needs. The students develop skills in activities and favorable attitudes toward play which will carry over and function during leisure time. The program provides for body development so that the individual may live at the highest possible level while attaining social acceptance which would enable him to live, work and play well with others.

The one area of development for which physical education is most responsive is physical development. It is our objective to assist the normal growth and developmental patterns and maintain sound and proper functioning of the body. This calls for development of the large muscles and organic functions. Endurance and strength are necessary to meet occupational demands, and the demands of additional activities, and emergencies must also be developed.

Learning fundamental motor skills through team, dual, and individual activities assists in neuromuscular development, as well as body control skills. These same activities and dance contribute to a better sense of rhythm, agility, grace and efficiency.

Social and personal attitudes are also a concern of the physical education department. Sportsmanship, persistence, self-confidence, self-control, leadership and fellowship, social cooperation and release of emotions in socially acceptable ways are some of the traits that can be further developed through physical activity.

The program helps the student improve personal attitudes, especially those related to wise use of leisure time, and improvement of the physical condition of his/her body through exercise and instruction in health habits. In addition to the preceding, a wholesome relationship with the opposite sex is acquired through instruction and coeducational activities.

PART I

KINDERGARTEN

OBJECTIVES AND CURRICULUM

Kindergarten Objectives

The student shall:

1. explore and use the basic locomotor and non-locomotor movements.
2. use combinations of locomotor movements.
3. practice and use the skills of throwing, catching and striking.
4. display a knowledge and awareness of spatial relationships.
5. show the ability to participate safely in running and tagging activities.
6. display ball skills through participation in appropriate activities.
7. explore the activities of climbing, hanging, traveling, jumping on and off and balancing on playground and other available apparatus.
8. through the use of rhythmic activities, develop locomotor, non-locomotor and creative movements.
9. be able to perform simple singing games and folk dances.

KINDERGARTEN PHYSICAL EDUCATION CURRICULUM

I. Basic Movement

A. Locomotor skills

- walk
- jump
- run
- hop
- skip
- slide

B. Non-locomotor skills

- stretch
- bend
- turn
- twist
- swing

C. Combination of locomotor movements

- starting - stopping
- pivot
- dodging
- falling

D. Space

- direction
  - forward
  - backward
  - sideward
  - up-down
- level
  - high
  - medium
  - low

E. Throwing, catching and striking patterns, individually, partners, wall and floor

Equipment - large balls, bean bags, nerf balls, paddles, plastic bats, styrofoam hockey sticks

II. Games

A. Running and Tagging

1. Tagging skills

tag lightly

don't grab clothing

don't fall or slide

watch where you're running

don't run to wall

2. Games

Charlie Over the Water

Jet Pilot

Duck, Duck Goose

Squirrels in Trees

Dog Catcher

Cat and Rat

Midnight

Brownies and Fairies

Simple Tag

Red Light-Green Light

B. Ball Skill Games

Call Ball

Spud

Circle Dodge Ball

Fox and Rabbit

Circle Stride Ball

Clean Up Own Back Yard

C. Quiet Games

Button, Button

Dog and Bone

Huckle Buckle Beanstock

Who Has Gone From the Room

III. Playground Apparatus

A. Playground

safety - take turns

come off equipment feet first

don't show off

movement - explore ways of getting on, moving and dismounting in a safe way

shape - make up shapes while hanging on bars - small shapes, long shapes, feet up etc.

IV. Rhythms

A. Locomotor and Non-locomotor movements - drum and records

- walk
- run
- hop
- jump
- slide
- skip
- gallop
- swing
- twist
- bend

B. Creative movements

- records
- poems
- story plays
- balls, ropes, hoops

C. Singing Games and Folk Dances

- Farmer in the Dell
- Did You Ever See a Lassie
- Looby Loo
- Chimes of Dunkirk
- Shoemakers Dance

V. Small Apparatus

A. Balls - alone, partners, small groups, wall

bounce patterns - low, high, in place, moving, one hand, two hand

locomotor movements and ball skills

B. Jump Ropes

long rope

snakes	overhead
high water	simple rhymes
rocker	

Small ropes

shapes on floor - move in and out of ropes in different ways

jumping skills

C. Bean Bags

balance beanbag on different body parts

carry beanbag on different body parts

toss and catch to self and partner

toss at target

D. Hoops

move in and out of hoops on floor

roll hoops

jump through hoops

make up stunt with hoop

Suggested Extension Activities

VI. Large Apparatus

A. Mats

animal walks

move across with different body parts touching - two hands and one foot, two hands and two feet, hand and knees

roll across mat

- as a ball
- as a log or pencil
- as an egg
- forward roll
- backward roll

balances

- shoulder rest
- bicycle
- take weight on hands - feet low
- tripod

B. Ropes

- hang by hands
- chin up
- swing
- short climb

C. Large pieces of equipment - stress safety, explore ways of getting on, across and off equipment.

bars - hang in different shapes on bars, turn on bars, roll over bar

balance on equipment - these may be practiced on floor first one foot, one foot - two hands, kneeling

dismounts off box, beam, horse
- bend knees on landing
- land on feet without falling down
- show high jump
- add turn
- clap hands (overhead, behind back, to the side)
- land on-feet-add roll

D. Parachute - locomotor movements
games

E. Consult your building principal before planning activities in this category

Seasonal Activities

Fall

Playground Apparatus

Basic Movement Skills

Run and Tag Games

Long Jump Rope

Ball Skills - stress kicking type skills

Winter

Basic Movement Skills

Rope Jumping - long and short

Ball Skills - stress ball bouncing and toss and catch skills

Games - run and tag, ball type games

Gymnastics Equipment and Tumbling

Spring

Basic Movement Skills

Rhythms and Dance

Small Apparatus - hoops, balls, ropes, beanbags

Parachute

Games

Ball Skills - review kicking skills
striking skills - paddle, hit off tee
underhand and overhand throwing

PART II

ELEMENTARY GRADE

OBJECTIVES AND CURRICULUM

18

PHYSICAL EDUCATION OBJECTIVES
ELEMENTARY GRADES

The student will:

- develop neuro-muscular skills essential to muscular strength and power.
- engage in activities to develop circulatory-respiratory endurance.
- improve in the coordination of body parts involving both small and large body members.
- develop the ability to effectively use body parts in rhythmic activities.
- be able to effectively and efficiently move their body from place to place using the appropriate locomotor skills.
- become proficient in reception skills necessary in activities in which projectiles are used.
- develop skills to properly propel objects using the appropriate body parts and instruments.
- develop the ability to recognize creative movement activities and subsequently participate in them.
- attain the necessary attributes of motor perception to effectively perform in activities utilizing balance and laterality.
- be able to display a practical knowledge of beginning rules and strategies necessary for participation in team games.
- will develop a sense of team and community cooperation through joint effort in group activities.
- display attitudes of positive sportsmanship and appreciation of the talents and abilities of themselves and others.
- develop in awareness and appreciation for their personal uniqueness while realizing and respecting the dignity of others.
- show a knowledge and understanding of the dynamics of human growth for the purpose of accepting people who are different from him/her in sex and body growth.
- develop an an awareness of the positive effects of physical activity as it relates to their physical and mental well-being.

Physical Education is that part of the educational process which contributes to the mental, physical, social, and emotional growth and development of each child through the medium of physical activity.

Basic Goals of Elementary Physical Education:

1. to develop and maintain maximum physical efficiency
2. to develop useful physical skills
3. to act in socially useful ways
4. to enjoy participating in wholesome physical recreation
5. to develop intellectual competencies
6. to develop creative talents

Objectives of Elementary Physical Education:

Physical Education Activities

Games

Games of low org.
  1. tag and relay games
  2. ball skill games
  3. classroom games

Individual and dual games

Team Sports

Gymnastics

Warm-up exercises

Basic movement skills

Stunts

Tumbling

Small Apparatus

Large Apparatus

Dance

Fundamental Movements

Creative Dance

Folk Dance

Recreational Dance

Singing Games

(P) primary = grades JP through 3 skill introduced

(I) intermediate = grades 4 through 6 skill introduced

Games of "low organization" are termed such because they involve few simple rules and little or no equipment; they utilize the simple basic skills and may be adapted to suit the space available, and they may be played by groups of various sizes.

I. Games of Low Organization

Tag and Relay Games

1. Tag Games
   - Brownies and Fairies - P
   - Dog Catcher - P
   - Red Light - Green Light - P
   - Old Mother Witch - P
   - Squat Tag - P
   - Midnight - P
   - Partner Tag - I
   - Two Deep - P-I
   - Squirrel in the Tree - P
   - Chinese Wall - I
   - Trades - P-I
   - Chain Tag - I
   - Club Snatch - I

2. Relay Games
   - Locomotor Skills - P-I
   - Shuttle Relay - P-I
   - Over and Under - P-I
   - Scooter Relay - P-I
   - Animal Walks - P
   - Sport Skills - P-I
   - Task Relay - P-I

Ball Skill Games (simple team games)

1. Rolling and bouncing
   - Circle Stride Ball - P
   - Wall Ball - Boundary Ball - P
   - Simple Dodgeball - P
   - Teacher and Class - P

2. Throwing and Catching
   - Clean-up Own Back Yard - P
   - Call Ball - P
   - Spud - P
   - Boundary Ball - P
   - Bombardment - I
   - Prison Ball - I
   - Poison Ball - I
   - Keep Away - P-I

3. Kicking and Dribbling Games

    Long Base - Short Base - I
    Crab Soccer - I
    Place Kick Ball - P - I
    Line Soccer - P - I
    Circle Soccer - P
    Scooter Board Soccer - I

4. Hitting Games

    Bat Ball - P - I
    Long Ball - P - I
    Floor Hockey - P - I
    Bounce Net Ball - P
    End Ball - I

Classroom Games

Simon Says - P
7-up - I
Follow the Leader - P
Doggie and Bone - P
Blackboard Relay - I
Huckle Buckle Beanstock - P
Buzz - I
Who has gone from the room - P

There are a few games for elementary school-age children that can be played by one, two, three or four players. The majority of these games are recreational in nature.

II. Individual and Dual Activities

Bowling - P - I

Hopscotch - P

Tetherball - P - I

Table Tennis - I

Four Square - P - I

Shuffleboard - P - I

III. Team Sports

Children become acquainted with traditional American sports at an early age. They desire to learn how to play all types of sports and games. Therefore, the school program includes sports (team) and games appropriate to the season and suitable to the maturation level of the students involved.

A. Basketball

1. Skills

- **catching - in place and moving - P - I**
- **chest pass - P - I**
- **bounce pass - P - I**
- **overhead pass - I**
- **shoulder pass - I**
- **passing while moving - P - I**
- **dribble**
  - **standing - P - I**
  - **moving - P - I**
  - **changing hands - P - I**
- **shooting**
  - **lay-up - I**
  - **two hand underhand - P**
  - **two hand set P - I**
  - **one hand set - I**
- **guarding - I**
- **rebounding - I**
- **jump for tossed ball-I**
- **positions - I**

2. Skill Drills and Skill Games

- **wall pass - P - I**
- **partner and small group passing - P - I**
- **circle passing P - I**
- **line dribble - P - I**
- **one knee dribble - I**
- **weave dribble - P - I**
- **whistle dribble - I**
- **basket shooting - P - I**
- **Movement drill - sliding, dribbling, guarding techniques - I**
- **keep away - P - I**
- **horse - I**
- **twenty - one - I**
- **end ball - 3rd & 4th**
- **around the world - I**
- **sideline basketball - I**

3. Basketball Game - modified to fit own teaching situation
4. Evaluation - 4-5-6
    - wall pass
    - timed dribble
    - shooting - timed or otherwise
    - subjective

B. Soccer

1. Skills

    Kicking
    - instep - P - I
    - inside of foot - P - I
    - outside of foot - P - I
    - punting - P - I
    - dribble - P - I
    - dribble and pass - I

    Trapping
    - sole of foot - P - I
    - inside of foot or leg - I
    - knee single or double - I
    - heading - I
    - tackling - I
    - throwing - I

2. Skill Drills and Skill Games
    - wall kicking - P
    - partner passing and trapping - P - I
    - circle drills - P - I
    - shuttle relay - P - I
    - line dribble - P - I
    - kick for distance - P - I
    - circle soccer - P
    - soccer goal kick - P - I
    - kick baseball - P - I
    - sideline soccer - P - I
3. Soccer - may be modified to fit teaching situation
4. Evaluation
    - dribble - timed
    - punt for distance
    - kick for goal
    - trapping

C. Softball

1. Skills
    - catching - P - I
    - throwing - P - I
        - overhand throw - P - I
        - underhand throw - P - I
    - fielding
        - positions - I
        - grounders - P - I
    - batting
        - hitting off tee - P
        - hitting pitched ball - I
    - base running - P - I
    - fly balls - P - I

2. Skill Drills and Skill Games

wall throwing - P
partner catch and throw - P - I
partner catch and throw - P - I
line drills - P - I
throw for distance - P - I
around the bases - P
throw it and run - P
kick ball - P - I
tee ball - P
work up - P - I

3. Softball Game - modified to fit class situation
4. Evaluation

accuracy and distance throwing
fielding test
subjective evaluation

D. Volleyball

1. Skills

overhead volley - I
dig - I
underhand serve - P - I
overhand serve - I
passing - I
set - I
net recovery - I

2. Skill Drills and Skill Games

wall volley, serve, dig - I
circle keep it up - I
volley by two's or four's - I
net recovery drill - I
service drill over net - I
toss and set - I

3. Volleyball Game - rules modified to fit class situation
4. Evaluation

wall volley test
serving test
subjective evaluation

E. Football

1. Skills

passing - I
catching - in place and moving - I
centering - I
stance - I
blocking - I
hand off - I
punting - I
kicking off tee - I

2. Skill Drills and Skill Games

    - passing and catching drills - I
    - punting and place kicking drills - I
    - keep away - I
    - football endball - I
    - punt and catch - I
    - one down football - I

3. Game - Flag Football - rules may be modified to fit teaching situation

4. Evaluation

    - subjective evaluation

F. Track and Field - these activities involve the basic skills of running, jumping, and throwing.

1. Track Events

    - dashes - P - I
    - distance runs - I
    - relays
        - baton passing - P - I
    - hurdles - P - I

2. Field Events

    - running long jump - P - I
    - high jump
        - scissors kick - P - I
        - eastern and western roll - I
    - shot put - I
    - discus - I

IV. GYMNASTICS

This area of activities is broad and inclusive. Most of the activities are of a self-testing nature, which implies an opportunity for a child to test himself, to prove himself, to discover his abilities, and to achieve success by his own efforts.

A. Warm-up Exercises

1. Traditional calisthenic exercises
2. Movement exploration
3. Circuit training

B. Basic Movement - in relation to space, time, form and flow of movement.

Example of movement sequence

1. from stand, bend and take body weight on hands
2. walk - stop - take body weight on hands
3. run and take weight on hands
4. skip and take weight on hands
5. skip about gym change weight from feet to one hand then the other
6. take weight on one hand then the other; land on one foot then the other

C. Stunts

1. Individual Stunts - there is some overlap with stunt activities, and develop mental exercises.

   mule kick - P - I
   turk stand - P - I
   heel click - P - I
   cork screw - P - I
   human bell - _ - I
   V sit - P - I
   scales 0 knee, front, side - P - I
   jump and touch toes, add turn, tuck, swan - P - I
   up-spring - P - I
   jump and through stick - I

2. Partner Stunts - the use of a partner in gymnastic activities can be considered as one of the most versatile "pieces" of equipment.

   wring the dish rag - P
   chinese get-up - P - I
   leap frog - P
   hand shake - I
   rocker - P - I
   rope pull -

D. Tumbling - tumbling activities include rolling, balancing, supporting ones weight when inverted or springing.

1. Stands and Balances
   - frog stand - I
   - tripod - P - I
   - headstand with variations - I
   - handstand - I
   - should balance - P - I
   - partner stunts - I
     - a. angel balance
     - b. thigh balance
     - c. three man mount
   - pyramids - I
     - a. squash pyramid
     - b. circle pyramid
     - c. line pyramid
2. Rolls and Turns
   - log roll - P - I
   - egg roll - P
   - forward roll with variations - P - I
   - backward roll with variations - P - I
   - cartwheel - P - I
   - round off - I
   - head spring - I
   - hand spring - I
3. Partner and Small Group Tumbling
   - eskimo roll - I
   - monkey roll - I
   - camel walk - I
   - chain forward roll - I

V. Small Apparatus - Many opportunities for exploration and experimentation of different movement skills can be achieved through the use of small apparatus.

- A. Hoops - P
  - 1. shapes - in contact or not in contact with body
    - a. twisted shapes
    - b. curls and stretches
    - c. wide-narrow, tall - low
  - 2. roll hoop forward and backward
  - 3. twirl hoop around waist, arm, leg etc.
  - 4. move through, over, around hoop
  - 5. roll to partner
- B. Bean Bags - P
  - 1. shapes and balances
  - 2. carrying bean bags
  - 3. toss and catch alone and with partner
  - 4. toss at target
- C. Small Jump Ropes - P - I
  - 1. shapes on floor - move along, in, or out of shapes
  - 2. jump while swinging rope forward and backward.
  - 3. slow and fast jumping - salt and pepper
  - 4. run and jump rope
  - 5. change feet while jumping (hopping)
  - 6. skip and jump rope
  - 7. double swing
  - 8. cross arms forward and backward
  - 9. jump rope with partner
  - 10. routines
- D. Long Jump Rope - P - I
  - 1. snakes
  - 2. rocker or cradle
  - 3. overhead
  - 4. run through turned rope
  - 5. run in and jump turned rope - front door and back door
  - 6. simple stunts while jumping - clap hands, turn, change feet, touch floor.
  - 7. jump to rhymes
  - 8. two rope stunts - long and short, egg beater, double dutch

E. Balls - P - I

1. toss and catch to self
2. toss - clap hands - catch ball
3. use turns while bouncing or tossing and catching
4. bounce ball at different levels
5. locomotor movements while bouncing or tossing and catching ball
6. toss at target
7. practice ball skills with partner
8. make up stunts while using a ball
9. show change of spped while bouncing a ball

VI. Large Apparatus

Activities done on the various pieces of apparatus are very much alike; however, each piece provides some particular height, size and shape to which the movement must be adjusted. Many opportunities for exploration and experimentation with different ways to climb, hang, turn over, travel, swing, jump on, jump over, jump off, and balance should be provided in the primary grades.

Terms and positions common with many pieces of equipment:

1. starting position - erect position, eye and thought on what first movement is to be.
2. finish position - finishes in a balanced, erect position, pauses a few seconds before walking away from apparatus.
3. mount - process of getting onto a piece of equipment.
4. dismount - process of getting off a piece of equipment.
5. vault - going over a piece of equipment and using the hands as supportive assistance.
6. pike position - body is bent at hips, and legs extend at right angles to body.
7. tuck position - knees are flexed, and thighs are held up and in toward chest.
8. lay-out position - body is fully extended.
9. straddle position - legs are extended outward from the body.
10. squat position - legs are bent, and seat is close to feet.
11. front support or front rest-weight is taken on hands, body rests on bar a point where body is balanced. Legs are extended, toes are pointed.
12. flank - both legs and body move to the same side of a piece of equipment, either in vaulting, mounting, or dismounting.
13. inverted position - body is upside down.
14. quarter turn - body makes a quarter turn right or left

15. half turn - body ends facing opposite direction
16. full turn - a complete turn in air facing same direction as starting.
17. over grip - grasp on bar with fingers pointing away from body.
18. under grip - grasp on bar with fingers pointing in direction of body.

A. Horizontal Bar

1. explore ways of hanging, traveling, going over bar - P - I
2. passive hanging - jump and grasp bar, hold body weight P - I
3. flexed arm hang - P - I
4. hang and swing - P - I
    a. swing legs forward and back
    b. swing from side to side
    c. swing and dismount at back of swing
    d. swing and dismount at front of swing
5. front support - P - I
6. front support to forward roll P - I
7. cast off from front support P - I
8. hang and raise legs - P - I
    a. raise legs to tuck position
    b. raise legs from hips, lower slowly
9. double knee hang - P - I
10. single knee hang - P - I
11. skin the cat - P - I
12. single leg mount - I
13. single knee circle - I
14. hip pullover - P - I
15. penny drop - I

B. Balance Beam

1. explore ways of getting on, moving across and getting of beam - P - I
2. move across forward, sideways, backwards - P - I
3. locomotor movements - walk, hop, slide, P - I
4. dip step - I
5. scales - I
6. forward roll - I
7. back shoulder roll - I

8. leg squat - I

9. V sit - I

10. move across beam at different levels - P - I

11. show different turns while on beam - P - I

12. mounts
    - a. straight arm support - I
    - b. crotch - seat mount - I
    - c. step up - I
    - d. squat - I
    - e. straddle - I

13. dismounts
    - a. jump off side, off end - P - I
    - b. jump and turn - P - I
    - c. jump and arch - P - I
    - d. dismount from hand support (cartwheel, round off) - I

14. stunts using bean bags, balls, hoops, small ropes - P - I

C. Parallel Bars

1. explore ways of getting on, hanging, moving, and getting off parallel bars.

2. under and between bars
    - a. inverted hands - I
        - 1. tuck
        - 2. pike
        - 3. lay out
    - b. skin the cat - P - I
    - c. birds nest - P - I
    - d. monkey hang - P

3. at end or middle of bars (above) - I
    - a. straight arm support
    - b. hand walk
    - c. straight armswing
    - d. straddle seat travel
    - e. swing to inside riding seat
    - f. swing to outside riding seat
    - g. pullover to straddle seat

4. dismounts - I
    a. forward dismount from end of bars
    b. backward dismount from end of bars
    c. front vault dismount
    d. rear vault dismount

D. Vaulting Box
1. preliminary exercises - P - I
    a. climb on box - jump off
    b. climb on box - jump off - add turns, clap hands, vary height etc.
    c. mount box using basic two ft. take off
2. mounts
    a. knee mount - P - I
    b. squat mount - P - I
    c. face mount - P - I
    d. straddle mount - I
    e. wolf mount - I
3. vaults
    a. squat vault - I
    b. face vault - P - I
    c. straddle vault - I
    d. flank vault - I
    e. rear vault - I
    f. wolf vault - I
    g. head spring - I
    h. hand spring - I

E. Horse
1. preliminary exercises
    a. front leaning test - P - I
    b. front rest to forward roll - I
    c. chest stand - I
2. mounts
    a. knee mount - P - I
    b. squat mount - P - I
    c. wolf mount - I
    d. straddle mount - P - I

3. vaults
    a. squat vault - P - I
    b. wolf vault - I
    c. straddle vault - I
    d. side vault - I
    e. rear vault - I
4. arm support exercises - I
    a. single leg half-circle forward
    b. single leg half-circle backward
    c. double leg half-circle forward

F. Uneven Parallel Bars

1. explore ways of getting on, hanging, moving, changing bars, getting off bars - P - I
2. straight arm support - P - I
3. forward roll over low bar - P - I
4. forward roll over high bar - I
5. cast off from low bar - P - I
6. swing and drop from high bar - I
7. skin the cat - P - I
8. hip pullover - low bar P - I
9. one foot on low bar - hip pullover high bar - I
10. single leg swing up - I
11. penny drop- I

G. Ropes

1. single rope
    a. jump to bent arm hang - P - I
    b. pull up hand over hand from lying position - p - I
    c. inverted hang - P - I
        1. tuck position
        2. pike position
        3. prone position
    d. climb
        1. hands and legs - P - I
        2. hands and arms only - I

2. double ropes
    a. inverted hangs - P - I
    b. skin the cat - P - I
    c. birds nest - P - I
    d. travel - I
3. swinging rope
    a. run and swing - P - I
    b. swing from box - P - I
    c. run and swing over cross bar - I

VII. Dance

The fundamentals of dance include basic locomotor and non-locomotor skills and various combinations of them, and an understanding of rhythm, space and force.

A. Dance skills and understanding - P - I

1. Locomotor Skills
   - walking
   - running
   - hopping
   - leaping
   - jumping
   - skipping
   - galloping
   - sliding
2. Non-locomotor Skills
   - bending
   - stretching
   - swinging
   - swaying
   - twisting and turning
   - rising and falling
   - pushing and pulling
3. Elements of Music
   - underlying beat
   - measure
   - accent
   - tempo
   - intensity
   - phrase
4. Movement Analysis - movement of body ant its individual parts, quality of weight, force and time, space and directional movements and the relationship of the body of its individual parts, to other individuals and to other objects.

B. Traditional and Contemporary Dances - all structured dances that are performed in the elementary school may be broadly classified under the general heading of traditional and contemporary dances. This classification includes singing games and traditional dances of past cultures as well as the contemporary dances of the present generation.

1. Singing Games - P
   - Farmer in the Dell
   - Loobie Loo
   - Did You Ever See A Lassie
   - A Hunting We Will Go
   - Round and Round the Village
   - Paw Paw Patch
2. Folk Dances
   - Shoemakers Dance - P
   - Dance of Greeting - P
   - Chimes of Dunkirk - P
   - Jump Jim Crow - P
   - Corrousel - P
   - Patty Cake Polka - P -I
   - Virginia Reel - P - I
   - Gustaf's Skoal - P - I
   - Greensleeves - P - I
   - Seven Jumps - P - I
   - La Raspa - P - I
   - Bingo - I
   - Crested Hen - I
   - Tinikling - I

3. Square Dance - I

The Fundamentals of Square Dancing - circle left and right, elbow turns, forward and back, promenade, allemande left and right, do-si-do.

Sicilian Circle

Captain Jinks

Oh, Johnny

4. Dances Without Partners

Up, Up and Away - P - I

Sunny, Funny Feet - P - I

Old Town Stomp - I

Mexican Jumping Bean - I

Mexican Clap Dance - I

Let's Cha Cha - I

Uno, Dos, Tres - I

Away We Go - P - I

C. Creative Dance - P - I - when dance fundamentals are fairly well grasped, they should be refined and expanded through creative experiences.

1. Elements of Rhythm

underlying beat - clapping, locomotor and non-locomotor movements, jump rope, bounce balls

rhythmic patterns

a. clapping names

b. clapping rhymes

c. echo

accent - clap on accented beat, use locomotor and non-locomotor movements, change direction on accented beat, change level on accented beat.

tempo

a. use drum - children change speed as drum changes

b. select animals which move at slow or fast speed
phasing

a. use record - clap at end of phrase, change level, style of movement, direction each time phrase changes.

2. Creative Movement Suggestions - P - I

A. descriptive words

tall - short

sleepy - peppy

big - little

cold - hot

crooked - straight

happy - sad

windy - still

loud - quiet

B. Animal Movements

- bear
- camel
- elephant
- frog
- worm
- monkey
- rabbit
- chicken
- horse
- cat
- soldier
- giant
- Raggedy Ann, Andy
- tall man - short man

C. Mechanical Movements

- bulldozer
- dump truck
- washing machine
- airplanes
- typewriter
- pop-up toaster
- lawn sprinkler
- top
- clock
- elevator

D. Nature Movements

- wind
- rain
- flowers
- clouds
- snow
- waves
- fire
- leaves

VIII. EVALUATION

Probably the most commonly used technique to assess individual growth in this area is the daily observations a teacher makes while a child is working in a structured situation or during free play activities. Through observation, behavioral problems such as sportsmanship may be noted by the teacher. The manner in which the teacher copes with the various adjustment problems may vary from a change in the method of instruction to a complete change in the activities.

In some areas of the curriculum skill testing is implemented as a tool for motivation as well as individual evaluation of progress.

PART III

ELEMENTARY GRADE PHYSICAL FITNESS TESTING PROGRAM

Table 1. Flexed-Arm Hang For Girls

Percentile Scores Based On Age/Test Scores in Seconds

Percentile	Age 9-10	 11	 12	 13	 14	 15	 16	 17+	Percentile
100th	78	68	84	68	65	83	69	73	100th
95th	42	39	33	34	35	36	31	34	95th
90th	29	30	27	25	29	28	24	28	90th
85th	24	24	23	21	26	25	20	22	85th
80th	21	21	21	20	23	21	17	19	80th
75th	18	20	18	16	21	18	15	17	75th
70th	16	17	15	14	18	15	12	14	70th
65th	14	15	13	13	15	14	11	12	70th
60th	12	13	12	11	13	12	10	10	60th
55th	10	11	10	9	11	10	8	9	55th
50th	9	10	9	8	9	9	7	8	55th
45th	7	8	8	7	8	8	6	7	45th
40th	6	7	6	6	7	7	5	6	40th
35th	5	6	5	5	5	5	4	5	35th
30th	4	5	4	4	5	4	3	4	30th
25th	3	3	3	3	3	4	3	3	
20th	2	3	2	2	3	3	2	2	20th
15th	1	2	1	1	2	2	1	2	15th
10th	0	0	1	0	1	1	1	1	10th
5th	0	0	0	0	0	0	0	0	5th
0	0	0	0	0	0	0	0	0	0

A.A.H.P.E.& R Fitness Criteria Girls
A.A.H.P.E.R.D. 1976 Edition

Table 2. Sit-Up For Girls (Flexed Leg)

Percentile Scores Based on Age/Test Scores in Number of Sit-ups Performed in 60 Seconds

Percentile	Age 9-10	 11	 12	 13	 14	 15	 16	 17+	Percentile
100th	56	60	55	57	52	58	75	66	100th
95th	45	43	44	45	45	45	43	45	95th
90th	40	40	40	41	43	42	40	41	90th
85th	38	38	38	40	41	40	38	40	85th
80th	35	36	37	38	39	38	36	38	80th
75th	34	35	36	36	37	36	35	35	75th
70th	33	33	35	35	35	35	34	34	70th
65th	31	32	33	33	35	34	33	33	65th
60th	30	31	32	32	33	33	32	32	60th
55th	29	30	30	31	32	32	31	31	55th
50th	27	29	29	30	30	31	30	30	50th
45th	25	28	28	29	30	30	28	30	45th
40th	24	26	27	27	29	29	27	28	40th
35th	23	25	26	26	27	28	26	27	35th
30th	22	24	25	25	25	26	25	26	30th
25th	21	22	24	23	24	25	24	25	25th
20th	20	20	22	22	22	23	22	22	20th
15th	17	18	20	20	20	22	20	20	15th
10th	14	15	17	18	18	20	18	18	10th
5th	10	9	13	15	16	15	15	14	5th
0	0	0	0	0	2	2	0	1	0

Table 3. Shuttle Run For Girls
Percentile Scores Based on Age/Test Scores in Seconds and Tenths

	Age								
Percentile	9-10	11	12	13	14	15	16	17+	Percentile
100th	8.0	8.4	8.5	7.0	7.8	7.4	7.8	8.2	100th
95th	10.2	10.0	9.9	9.9	9.7	9.9	10.0	9.6	95th
90th	10.5	10.3	10.2	10.0	10.0	10.0	10.2	10.0	90th
85th	10.9	10.5	10.5	10.2	10.1	10.2	10.4	10.1	85th
80th	11.0	10.7	10.6	10.4	10.2	10.3	10.5	10.3	80th
75th	11.1	10.8	10.8	10.5	10.3	10.4	10.6	10.4	75th
70th	11.2	11.0	10.9	10.6	10.5	10.5	10.8	10.5	70th
65th	11.4	11.0	11.0	10.8	10.6	10.6	10.9	10.7	65th
60th	11.5	11.1	11.1	11.0	10.7	10.9	11.0	10.9	60th
55th	11.6	11.3	11.2	11.0	10.9	11.0	11.1	11.0	55th
50th	11.8	11.5	11.4	11.2	11.0	11.0	11.2	11.1	50th
45th	11.9	11.6	11.5	11.3	11.2	11.1	11.4	11.3	45th
40th	12.0	11.7	11.5	11.5	11.4	11.3	11.5	11.5	40th
35th	12.0	11.9	11.7	11.6	11.5	11.4	11.7	11.6	35th
30th	12.3	12.0	11.8	11.9	11.7	11.6	11.9	11.9	30th
25th	12.5	12.1	12.0	12.0	12.0	11.8	12.0	12.0	25th
20th	12.8	12.3	12.1	12.2	12.1	12.0	12.1	12.2	20th
15th	13.0	12.6	12.5	12.6	12.3	12.2	12.5	12.5	15th
10th	13.8	13.0	13.0	12.8	12.8	12.6	12.8	13.0	10th
5th	14.3	14.0	13.3	13.2	13.1	13.3	13.7	14.0	5th
0	18.0	20.0	15.3	16.5	19.2	18.5	24.9	17.0	0

Table 4. Standing Long Jump For Girls
Percentile Scores Based on Age/Test Scores in Feet and Inches

	Age								
Percentile	9–10	11	12	13	14	15	16	17+	Percentile
100th	7'11"	7'0"	7'0"	8'0"	7'5"	8'0"	7'7"	7'6"	100th
95th	5'10"	6'0"	6'2"	6'5"	6'8"	6'7"	6'6"	6'9"	95th
90th	5'8"	5'9"	6'0"	6'2"	6'5"	6'3"	6'3"	6'6"	90th
85th	5'5"	5'7"	5'9"	6'0"	6'3"	6'1"	6'0"	6'3"	85th
80th	5'2"	5'5"	5'8"	5'10"	6'0"	6'0"	5'11"	6'2"	80th
75th	5'2"	5'4"	5'6"	5'9"	5'11"	5'10"	5'9"	6'0"	75th
70th	5'0"	5'3"	5'5"	5'7"	5'10"	5'9"	5'8"	5'11"	70th
65th	5'0"	5'2"	5'4"	5'6"	5'8"	5'8"	5'6"	5'10"	65th
60th	4'10"	5'1"	5'2"	5'5"	5'7"	5'6"	5'6"	5'9"	60th
55th	4'9"	5'0"	5'1"	5'4"	5'6"	5'6"	5'4"	5'7"	55th
50th	4'8"	4'11"	5'0"	5'3"	5'4"	5'5"	5'3"	5'5"	
45th	4'7"	4'10"	4'11	5'2"	5'3"	5'3"	5'2"	5'4"	
40th	4'6"	4'8"	4'10"	5'1"	5'2"	5'2"	5'1"	5'3"	40th
35th	4'5"	4'7"	4'9"	5'0"	5'1"	5'1"	5'0"	5'2"	35th
30th	4'3"	4'6"	4'8"	4'10"	4'11"	5'0"	4'10"	5'0"	30th
25th	4'1"	4'4"	4'6"	4'9"	4'10"	4'11"	4'9"	4'11"	25th
20th	4'0"	4'3"	4'5"	4'8"	4'9"	4'9"	4'7"	4'9"	20th
15th	3'11"	4'2"	4'3"	4'6"	4'6"	4'7"	4'6"	4'7"	15th
10th	3'8"	4'0"	4'2"	4'3"	4'4"	4'5"	4'4"	4'4"	10th
5th	3'5"	3'8"	3'10"	4'0"	4'0"	4'2"	4'0"	4'1"	5th
0	1'8"	2'10"	3'0"	3'2"	3'0"	3'0"	2'8"	3'3"	0

Table 5. 50-Yard Dash For Girls
Percentile Scores Based on Age/Test Scores in Seconds and Tenths

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	7.0	6.9	6.0	6.0	6.0	6.0	5.6	6.4	100th
95th	7.4	7.3	7.0	6.9	6.8	6.9	7.0	6.8	95th
90th	7.5	7.5	7.2	7.0	7.0	7.0	7.1	7.0	90th
85th	7.8	7.5	7.4	7.2	7.1	7.1	7.3	7.1	85th
80th	8.0	7.8	7.5	7.3	7.2	7.2	7.4	7.3	80th
75th	8.0	7.9	7.6	7.4	7.3	7.4	7.5	7.4	75th
70th	8.1	7.9	7.7	7.5	7.4	7.5	7.5	7.5	70th
65th	8.3	8.0	7.9	7.6	7.5	7.5	7.6	7.5	65th
60th	8.4	8.1	8.0	7.7	7.6	7.6	7.7	7.6	60th
55th	8.5	8.2	8.0	7.9	7.6	7.7	7.8	7.7	55th
50th	8.6	8.3	8.1	8.0	7.8	7.8	7.9	7.9	50th
45th	8.8	8.4	8.2	8.0	7.9	7.9	8.0	8.0	45th
40th	8.9	8.5	8.3	8.1	8.0	8.0	8.0	8.0	40th
35th	9.0	8.6	8.4	8.2	8.0	8.0	8.1	8.1	35th
30th	9.0	8.8	8.5	8.3	8.2	8.1	8.2	8.2	30th
25th	9.1	9.0	8.7	8.5	8.3	8.2	8.3	8.4	25th
20th	9.4	9.1	8.9	8.7	8.5	8.4	8.5	8.5	20th
15th	9.6	9.3	9.1	8.9	8.8	8.6	8.5	8.8	15th
10th	9.9	9.6	9.4	9.2	9.0	8.8	8.8	9.0	10th
5th	10.3	10.0	10.0	10.0	9.6	9.2	9.3	9.5	5th
0	13.5	12.9	14.9	14.2	11.0	15.6	15.6	15.0	0

Table 6. 600-Yard Run For Girls
Percentile Scores Based on Age/Test Scores in Minutes and Seconds

Percentile	Age 9-10	11	12	13	14	15	16	17+	Percentile
100th	2'7"	1'52"	1'40"	1'43"	1'33"	1'41"	1'45"	1'39"	100th
95th	2'20"	2'14"	2'6"	2'4"	2'2"	2'0"	2'8"	2'2"	95th
90th	2'26"	2'21"	2'14"	2'12"	2'7"	2'10"	2'15"	2'10"	90th
85th	2'30"	2'25"	2'21"	2'16"	2'11"	2'14"	2'19"	2'14"	85th
80th	2'33"	2'30"	2'23"	2'20"	2'15"	2'18"	2'21"	2'20"	80th
75th	2'39"	2'35"	2'26"	2'23"	2'19"	2'22"	2'26"	2'24"	75th
70th	2'41"	2'39"	2'31"	2'27"	2'24"	2'25"	2'29"	2'26"	70th
65th	2'45"	2'42"	2'35"	2'30"	2'29"	2'28"	2'32"	2'30"	65th
60th	2'48"	2'45"	2'39"	2'34"	2'32"	2'30"	2'36"	2'35"	60th
55th	2'51"	2'48"	2'43"	2'37"	2'36"	2'34"	2'39"	2'38"	55th
50th	2'56"	2'53"	2'47"	2'41"	2'40"	2'37"	2'43"	2'41"	50th
45th	2'59"	2'55"	2'51"	2'45"	2'44"	2'40"	2'47"	2'45"	45th
40th	3'1"	2'59"	2'56"	2'49"	2'47"	2'45"	2'49"	2'48"	40th
35th	3'8"	3'4"	3'0"	2'55"	2'51"	2'50"	2'54"	2'53"	35th
30th	3'11"	3'11"	3'6"	2'59"	2'56"	2'55"	2'58"	2'56"	30th
25th	3'15"	3'16"	3'13"	3'6"	3'1"	3'0"	3'3"	3'2"	25[illegible]
20th	3'21"	3'24"	3'19"	3'12"	3'8"	3'5"	3'9"	3'9"	25th
15th	3'25"	3'30"	3'27"	3'20"	3'16"	3'12"	3'18"	3'19"	15th
10th	3'38"	3'44"	3'36"	3'30"	3'27"	3'26"	3'30"	3'30"	10th
5th	4'0"	4'15"	3'59"	3'49"	3'49"	3'28"	3'49"	3'45"	5th
0	5'48"	5'10"	6'2"	5'10"	5'0"	5'58"	5'5"	6'40"	0

A.A.H.P.E. Fitness Criteria Boys

Table 7. Pull-Up For Boys
Percentile Scores Based on Age/Test Scores in Number of Pull-Ups

Percentile	Age 9-10	11	12	13	14	15	16	17+	Percentile
100th	19	16	18	17	27	20	26	23	100th
95th	9	8	9	10	12	15	14	15	95th
90th	7	6	7	9	10	12	12	13	90th
85th	5	5	6	7	9	11	11	12	85th
80th	4	5	5	6	8	10	10	11	80th
75th	3	4	4	5	7	9	10	10	75th
70th	3	4	4	5	7	9	9	10	70th
65th	2	3	3	4	6	8	8	9	65th
60th	2	3	3	4	5	7	8	8	60th
55th	1	2	2	3	5	7	7	7	55th
50th	1	2	2	3	4	6	7	7	50th
45th	1	1	1	2	4	5	6	6	45th
40th	1	1	1	2	3	5	6	6	40th
35th	1	1	1	2	3	4	5	5	35th
30th	0	1	0	1	2	4	5	5	30th
25th	0	0	0	1	2	3	4	4	25th
20th	0	0	0	0	1	2	3	3	20th
15th	0	0	0	0	1	1	3	2	15th
10th	0	0	0	0	0	1	2	1	10th
5th	0	0	0	0	0	0	1	0	5th
0	0	0	0	0	0	0	0	0	0

Table 8. Sit-Up For Boys (Flexed Leg)
Percentile Scores Based on Age/Test Scores in Number of Sit-ups
Performed in 60 Seconds

	Age								
Percentile	9-10	11	12	13	14	15	16	17+	Percentile
100th	70	60	62	60	73	72	76	66	100th
95th	47	48	50	53	55	57	55	54	95th
90th	44	45	48	50	52	52	52	51	90th
85th	42	43	45	48	50	50	50	49	85th
80th	40	41	43	47	48	49	49	47	80th
75th	38	40	42	45	47	48	47	46	75th
70th	36	39	40	43	45	46	45	45	70th
65th	36	38	39	42	44	45	44	43	65th
60th	35	37	38	41	43	44	43	42	60th
55th	33	35	37	40	41	43	42	42	55th
50th	31	34	35	38	41	42	41	41	50th
45th	30	33	34	37	40	41	40	40	45th
40th	29	31	33	35	38	40	40	39	40th
35th	28	30	32	34	37	39	38	38	35th
30th	27	28	30	32	35	38	37	37	30th
25th	25	26	30	30	34	37	35	35	25th
20th	23	24	28	29	32	35	34	34	20th
15th	21	22	26	27	21	34	32	32	15th
10th	19	19	23	24	27	30	30	30	10th
5th	13	15	18	20	24	28	28	26	5th
0	2	0	0	2	6	4	12	1	0

Table 9. Shuttle Run For Boys
Percentile Scores Based on Age/Test Scores in Seconds and Tenths

	Age								
Percentile	9-10	11	12	13	14	15	16	17+	Percentile
100th	9.2	8.7	6.8	7.0	7.0	7.0	7.3	7.0	100th
95th	10.0	9.7	9.6	9.3	8.9	8.9	8.6	8.6	95th
90th	10.2	9.9	9.8	9.5	9.2	9.1	8.9	8.9	90th
85th	10.4	10.1	10.0	9.7	9.3	9.2	9.1	9.0	85th
80th	10.5	10.2	10.0	9.8	9.5	9.3	9.2	9.1	80th
75th	10.6	10.4	10.2	10.0	9.6	9.4	9.3	9.2	75th
70th	10.7	10.5	10.3	10.0	9.8	9.5	9.4	9.3	70th
65th	10.8	10.5	10.4	10.1	9.8	9.6	9.5	9.4	65th
60th	11.0	10.6	10.5	10.2	10.0	9.7	9.6	9.5	60th
55th	11.0	10.8	10.6	10.3	10.0	9.8	9.7	9.6	55th
50th	11.2	10.9	10.7	10.4	10.1	9.9	9.9	9.8	50th
45th	11.5	11.0	10.8	10.5	10.1	10.0	10.0	9.9	45th
40th	11.5	11.1	11.0	10.6	10.2	10.0	10.0	10.0	40th
35th	11.7	11.2	11.1	10.8	10.4	10.1	10.1	10.1	35th
30th	11.9	11.4	11.3	11.0	10.6	10.2	10.3	10.2	30th
25th	12.0	11.5	11.4	11.0	10.7	10.4	10.5	10.4	25th
20th	12.2	11.8	11.6	11.3	10.9	10.5	10.6	10.5	20th
15th	12.5	12.0	11.8	11.5	11.0	10.8	10.9	10.7	15th
10th	13.0	12.2	12.0	11.8	11.3	11.1	11.1	11.0	10th
5th	13.1	12.9	12.4	11.4	11.9	11.7	11.9	11.7	5th
0	17.0	20.0	22.0	16.0	18.6	14.7	15.0	15.7	0

Table 10. Standing Long Jump For Boys
Percentile Scores on Age/Test Scores in Feet and Inches

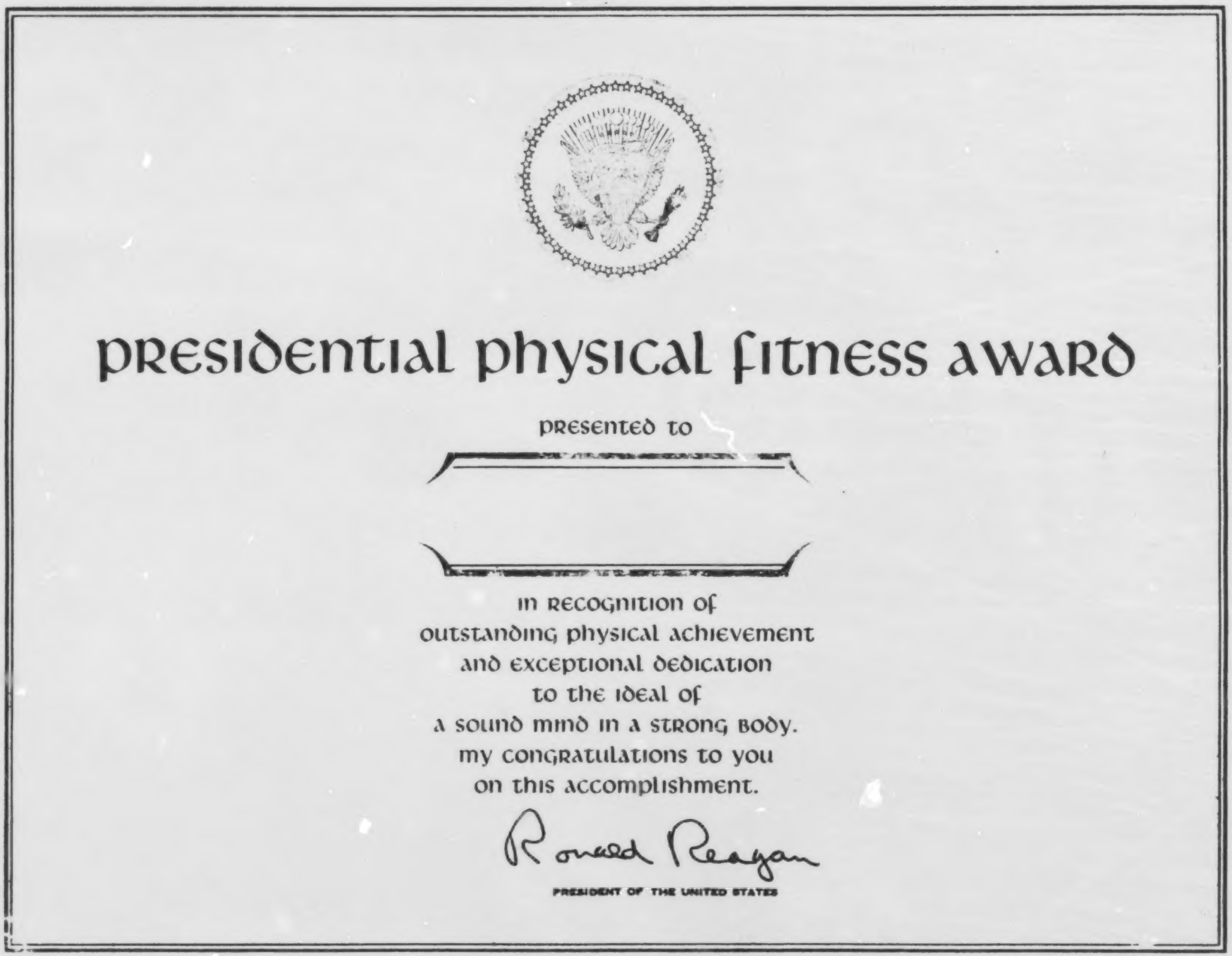
	Age								
Percentile	9-10	11	12	13	14	15	16	17+	Percentile
100th	6'5"	8'5"	7'5"	8'6"	9'0"	9'0"	9'2"	9'10"	100th
95th	6'0"	6'2"	6'6"	7'1"	7'6"	8'0"	8'2"	8'5"	95th
90th	5'10"	6'0"	6'3"	6'10"	7'2"	7'7"	7'11"	8'2"	90th
85th	5'8"	5'10"	6'1"	6'8"	6'11"	7'5"	7'9"	8'0"	85th
80th	5'6"	5'9"	6'0"	6'5"	6'10"	7'3"	7'6"	7'10"	80th
75th	5'4"	5'7"	5'11"	6'3"	6'8"	7'2"	7'6"	7'9"	75th
70th	5'3"	5'6"	5'9"	6'2"	6'6"	7'0"	7'4"	7'7"	70th
65th	5'1"	5'6"	5'8"	6'0"	6'6"	6'11"	7'3"	7'6"	65th
60th	5'1"	5'5"	5'7"	6'0"	6'4"	6'10"	7'2"	7'5"	60th
55th	5'0"	5'4"	5'6"	5'10"	6'3"	6'9"	7'1"	7'3"	55th
50th	4'11"	5'2"	5'5"	5'9"	6'2"	6'8"	7'0"	7'2"	50th
45th	4'10"	5'2"	5'4"	5'7"	6'1"	6'6"	6'11"	7'1"	45th
40th	4'9"	5'0"	5'3"	5'6"	5'11"	6'5"	6'9"	7'0"	40th
35th	4'8"	4'11"	5'2"	5'5"	5'10"	6'4"	6'8"	6'10"	35th
30th	4'7"	4'10"	5'1"	5'3"	5'8"	6'3"	6'7"	6'8"	30th
25th	4'6"	4'8"	5'0"	5'2"	5'6"	6'1"	6'6"	6'6"	25th
20th	4'5"	4'7"	4'10"	5'0"	5'4"	5'11"	6'4"	6'4"	20th
15th	4'2"	4'5"	4'9"	4'10"	5'2"	5'9"	6'2"	6'2"	15th
10th	4'0"	4'3"	4'6"	4'7"	5'0"	5'6"	5'11"	5'10"	10th
5th	3'10"	4'0"	4'2"	4'4"	4'8"	5'2"	5'5"	5'3"	5th
0	3'1"	3'0"	3'2"	3'3"	2'0"	2'0"	3'4"	3'0"	0

Table 11. 50-Yard Dash For Boys
Percentile Scores Based on Age/Test Scores in Seconds and Tenths

	Age								
Percentile	9-10	11	12	13	14	15	16	17+	Percentile
100th	7.0	6.3	6.3	5.8	5.9	5.5	5.5	5.4	100th
95th	7.3	7.1	6.8	6.5	6.2	6.0	6.0	5.9	95th
90th	7.5	7.2	7.0	6.7	6.4	6.2	6.2	6.0	90th
85th	7.7	7.4	7.1	6.9	6.5	6.3	6.3	6.1	85th
80th	7.8	7.5	7.3	7.0	6.6	6.4	6.4	6.3	80th
75th	7.8	7.6	7.4	7.0	6.8	6.9	6.5	6.3	75th
70th	7.9	7.7	7.5	7.1	6.9	6.6	6.5	6.4	70th
65th	8.0	7.9	7.5	7.2	7.0	6.6	6.6	6.5	65th
60th	8.0	7.9	7.6	7.3	7.0	6.8	6.6	6.5	60th
55th	8.1	8.0	7.7	7.4	7.1	6.8	6.7	6.6	55th
50th	8.2	8.0	7.8	7.5	7.2	6.9	6.7	6.6	50th
45th	8.4	8.2	7.9	7.5	7.3	6.9	6.8	6.7	45th
40th	8.6	8.3	8.0	7.6	7.4	7.0	6.8	6.8	40th
35th	8.7	8.4	8.1	7.7	7.5	7.1	6.9	6.9	35th
30th	8.8	8.5	8.2	7.9	7.6	7.2	7.0	7.0	30th
25th	8.9	8.6	8.3	8.0	7.7	7.3	7.0	7.0	25th
20th	9.0	8.7	8.5	8.1	7.9	7.4	7.1	7.1	20th
15th	9.2	9.0	8.6	8.3	8.0	7.5	7.2	7.3	15th
10th	9.5	9.1	9.0	8.7	8.2	7.6	7.4	7.5	10th
5th	9.9	9.5	9.5	9.0	8.8	8.0	7.7	7.9	5th
0	11.0	11.5	11.3	15.0	11.1	11.0	9.9	12.0	0

Table 12. 600-Yard Run For Boys
Percentile Scores Based on Age/Test Scores in Minutes and Seconds

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	1'52"	1'47"	1'38"	1'26"	1'27"	1'20"	1'21"	1'20"	100th
95th	2'5"	2'2"	1'52"	1'45"	1'39"	1'36"	1'34"	1'32"	95th
90th	2'9"	2'6"	1'57"	1'50"	1'44"	1'40"	1'38"	1'35"	90th
85th	2'11"	2'9"	2'0"	1'54"	1'47"	1'42"	1'40"	1'38"	85th
80th	2'15"	2'12"	2'4"	1'57"	1'50"	1'45"	1'42"	1'41"	80th
75th	2'17"	1'15"	2'6"	1'59"	1'52"	1'46"	1'44"	1'43"	75th
70th	2'20"	2'17"	2'9"	2'1"	1'55"	1'48"	1'46"	1'45"	70th
65th	2'27"	2'19"	2'11"	2'3"	1'57"	1'50"	1'48"	1'47"	65th
60th	2'30"	2'22"	2'14"	2'5"	1'58"	1'52"	1'49"	1'49"	60th
55th	2'31"	2'25"	2'16"	2'7"	2'0"	1'54"	1'50"	1'50"	55th
50th	2'33"	2'27"	2'19"	2'10"	2'3"	1'56"	1'52"	1'52"	50th
45th	2'35"	2'30"	2'22"	2'13"	2'5"	1'57"	1'54"	1'53"	45th
40th	2'40"	2'34"	2'24"	2'15"	2'7"	1'59"	1'56"	1'56"	40th
35th	2'42"	2'37"	2'28"	2'20"	2'10"	2'1"	1'58"	1'57"	35th
30th	2'49"	2'41"	2'32"	2'24"	2'12"	2'5"	1'59"	1'59"	30th
25th	2'53"	2'47"	2'37"	2'27"	2'16"	2'8"	2'1"	2'2"	25th
20th	2'59"	2'54"	2'42"	2'32"	2'22"	2'11"	2'4"	2'6"	20th
15th	3'7"	3'2"	2'48"	2'37"	2'30"	2'15"	2'9"	2'12"	15th
10th	3'14"	3'14"	2'54"	2'45"	2'37"	2'23"	2'17"	2'22"	10th
5th	3'22"	3'29"	3'6"	3'0"	2'51"	2'30"	2'31"	2'38"	5th
0	4'48"	6'20"	4'10"	4'0"	6'0"	4'39"	4'11"	5'10"	0



presidential physical fitness award

presented to

in recognition of
outstanding physical achievement
and exceptional dedication
to the ideal of
a sound mind in a strong body.
my congratulations to you
on this accomplishment.

Ronald Reagan

PRESIDENT OF THE UNITED STATES

E.G. KROMREY MIDDLE SCHOOL

OBJECTIVES AND CURRICULUM

Middle School Education Goals
Grading Procedure

Middle School Physical Goals

1. To develop useful physical skills.
2. To develop social interaction skills.
3. To introduce basic recreational skills.
4. To introduce beneficial fitness activities.
5. To enjoy participating in physical activity.
6. To encourage creative development.

The Physical Education instructors at E. G. Kromrey Middle School use the following grading procedure:

A. Skill ----- Ability to perform a specific type of action (to punt, dribble, catch, etc.)

----- Playing ability in group activities

----- Skills tests which were missed because of an absence must be made up during the unit in an open period, resource or through special arrangements with the teacher

B. Knowledge ----- Written tests, quizzes and daily worksheets

----- No late assignments will be accepted after the deadline, except due to an absence. For make-up work the student will be allowed one class period for each class period he/she missed

----- If material is not submitted on the agreed-upon makeup date an "F" will be given for the assignment

C. Daily Participation ----- Dressing for class

----- No gum chewing (safety factor)

----- Cooperation

----- Attitude and behavior toward others and the ability to follow class procedure (i.e., tardiness and proper materials for class)

----- Participation in class activity

E.G.Kromrey Middle School
General and Modified Physical Education Curriculum Guide

FALL:

7th grade - Soccer (boys and girls)
8th grade - Flag Football - (boys and girls)

WINTER:

7th grade - Basketball (boys and girls)
8th grade - Basketball (boys and girls)
7th grade - Dance
8th grade - Dance
7th grade - Gymnastics (boys and girls)
8th grade - Gymnastics (boys and girls)
7th grade - Tumbling (boys and girls)
8th grade - Tumbling (boys and girls)
7th grade - Wrestling - (boys)
7th grade - Rhythmic Gymnastics (girls)
8th grade - Modern Dance
7th grade - Volleyball (boys and girls)
8th grade - Volleyball (boys and girls)
8th grade - Conditioning (boys and girls)

SPRING:

7th grade - Track and Field (boys and girls)
8th grade - Track and Field (boys and girls)
7th grade - Softball (boys and girls)
8th grade - Softball (boys and girls)

Basketball

Unit Description

The emphasis will be on developing basic skills with fundamentals of the game being stressed. Games will be played.

Student Information

Grade level - 7 - 8 Boys - Girls
or Co-educational

Unit Goals

1. To develop basic basketball skills.
2. To continue motor development.
3. To provide opportunity for social-emotional development in game conditions.

Standard Texts and Materials

1. Worksheet
2. Booklet available in IMC
3. Quiz and final test

Course objectives

1. The student shall improve basic skills.
2. The student shall learn basic terms.
3. The student shall become familiar with up-to-date rules.
4. The student shall be able to execute lay ups, set shots and defense.
5. The student shall have an opportunity to develop team plan.
6. The student shall complete and return worksheets.

Conditioning

Unit Description

An overview of weight training and weight training techniques will be provided. Lecture material shall include the benefits and purposes of training with weights, various weight programs, the techniques of lifting and safety, basic nutrition, muscles to be emphasized, and other conditioning activitues and/or tests (i.e. Aerobic and anaerobic training). The Harvard Step Test shall be included along with actual experience of lifting with weights.

Student Information

8th grade - co-educational

Text and Materials

Lecture notes and handouts

Unit Goals

To establish positive attitudes toward weight training.

To provide a better understanding of the relationship between physical conditioning, nutrition and good health.

To increase body awareness.

Objectives

Students shall show understanding of the "basics" of weight training and other fitness training programs, such as techniques and safety of lifting, muscle and corresponding training stations, and nutrition factors as described by the instructor.

Students shall participate in a circuit training program in class as outlined by the instructor.

Students shall demonstrate responsible and cooperative behavior at all times, following the safety rules of the training room.

Flag Football

Unit Description

1. Students shall practice basic skills of the game of football in drill situations following teacher explanation and demonstration.

2. Basic rules and strategies will be covered by the teacher.

3. Students will have the opportunity to learn positions, the responsibilities of each position and play the game.

Student Information

8th grade boys and girls

Unit Goals

To provide the opportunity for motor skill and coordination development.

To provide opportunity for growth in social skills.

To increase knowledge of a popular spectator sport.

Student Texts and Materials

Booklets and handouts and worksheets as developed by staff.

Unit Objectives

1. Students shall practice basic skills of the sport including passing, catching, running pass patterns, blocking, hand-offs, kicking, punting and receiving in drill situations.

2. Students shall demonstrate knowledge of positions and the responsibilities of each in game play and on written worksheets and tests.

3. Students shall demonstrate understanding of basic offensive and defensive strategies in game play and on written work.

4. Students shall demonstrate teamwork and good sportsmanship skills during drills and game play.

Gymnastics

Unit Description

Girls - Following teacher introduction and overview of each event, girls will be able to practice and perform skills and/or a routine on the uneven bars and/or balance beam. Vaulting experience will also be provided while floor exercise will be optional (dependent on space and time.)

Boys - Boys shall practice and perform skills/routines on appropriate boys gymnastics events.

Student Information

7th and 8th grade girls
7th and 8th grade boys

Unit Goals

To provide experience for students to develop strength, coordination, flexibility and other motor skills through gymnastics activities.

To develop an appreciation for the beauty, grace and discipline of the sport of gymnastics.

To provide opportunity for students to work individually and independently.

To continue to develop social skills.

Text and Materials

none (charts will be posted)

Unit Objectives

Students shall participate in practicing skills on appropriate equipment.

Students shall perform routine(s) and other required skills on equipment as specified through teacher assessment.

Students shall cooperate and follow safety rules and assist spotting other students.

Modern Dance

Course Description

The emphasis will be to develop movement skills, locomotor movement and body awareness through music. Floor spacing, directions, levels, basic dance steps and rhythm are the qualities learned. The students will create and perform dance routines.

Student information

Use of a guideline set by the teacher. Grade level - 8 - Girls

Course Goals

1. To improve agility, coordination and rhythm.
2. To improve body awareness.
3. To improve group interaction.
4. To improve and encourage creativity.

Standard texts and materials

Charts of guidelines as displayed.

Course objectives

1. The student shall improve body awareness.
2. The student shall improve coordination and rhythm.
3. The student shall learn basic skill in locomotor movements.
4. The student shall learn space and area awareness.
5. After the teacher has set guidelines, the student will have the opportunity to create and perform their own routines.
6. The student shall experience group interaction.
7. The student shall learn basic dance terminology.

Physical Fitness Unit

Unit Description

Various activities, including an obstacle course, will be organized for students to individually improve and test themselves in motor skill activities such as strength, agility, flexibility, speed, coordination, balance and endurance. Several WAPHER tests shall be conducted for students in the fall and in the spring.

Student Information

7th and 8th grades

Unit Goals

To provide opportunities for students to develop and improve individual motor skills.

To provide students with the opportunity to compare their ranking in various fitness tests with national percentages.

Texts and Materials

WAPHER booklets

The film, Run Dick, Run Jane.

Unit Objectives

Students shall participate in physical fitness activities and strive for improvement in each area.

Students shall perform to the best of their ability on fitness tests that are conducted.

Recreational Activities

Unit Description

Recreational activities such as relays, low organizational games and movement skills. These activities will be included at various times during the school year.

Student information

Grade level 7 - 8 - co-educational

Activity Goals

1. To provide competition.
2. To provide group interaction.
3. To develop coordination, agility, endurance, flexibility, and strength.
4. To review rules regarding life-time sports.

Student Text and Materials

none

Unit Objectives

1. The student shall improve coordination, rhythm, strength and endurance.
2. The student shall follow activity directions and rules.
3. The student shall be involved in group interaction.
4. The student shall adapt to various levels of competition through different recreational activities.

Rhythmic Gymnastics

Unit Description

The emphasis will be to develop skill and knowledge in working with small equipment (balls, hoops, etc.). The students will create routines to music.

Student information

Grade level - 7 - Girls

Unit Goals

1. To develop coordination and motor skill development.
2. To provide continued opportunities for social and emotional development.
3. To develop movement skills with music.
4. To provide opportunities for creative expression.

Standard Texts and Materials

none

Unit objectives

1. The student shall develop basic motor skills.
2. The student shall develop movement skills using small equipment. (balls, hoops, etc.)
3. The student shall create and perform routines within teacher established guidelines.
4. The students shall share equipment in group instruction.
5. The student shall learn basic dance and rhythm terminology.

Soccer

Unit Description

The emphasis is on developing soccer skills, positions and game rules. Games will be played.

Student information

Grade level - 7 - co-educational

Unit Goals

1. To continue motor skill development.
2. To provide the opportunity for social and emotional development.
3. To develop strength and endurance.

Standard Texts and Materials

1. Worksheet
2. Booklet available in the IMC
3. Quiz - final test

Unit Objectives

1. The student shall improve basic skills.
2. The student shall learn up to date rules - terminology.
3. The student shall learn basic game strategies.
4. The students shall complete and return worksheets.
5. The students shall experience group activity and team work.

Social Dance

Unit Description

Introduce basic dance steps, including Disco, Polka and some international folk dance. Emphasis on positive social interaction.

Student information

Grade level - 7 - 8 - co-educational

Unit Goals

1. To develop proper social behavior in the dance setting.
2. To develop coordination, rhythm and agility.
3. To create a positive attitude toward dance.
4. To enjoy the dance unit.

Standard Texts and Materials

none

Unit objectives

1. The student shall improve coordination and rhythm.
2. The student shall learn the correct basic dance steps.
3. The student shall improve their dance ability through participation.
4. The student shall learn correct dance etiquette.

Softball

Unit Description

The emphasis will be on basic skills and the fundamentals of the game. Rules will be discussed and some basic strategy will be introduced. Games will be played.

Student information

Grade level - 8 - Co-educational

Unit Goals

1. To develop basic softball skills.
2. To continue motor development.
3. To provide opportunity for social and emotional development.

Standard texts and materials

1. Worksheet
2. Booklet available in the IMC

Unit objectives

1. The student shall improve basic skills.
2. The student shall learn basic rules and terminology.
3. The student shall learn basic strategies.
4. The student shall improve endurance, strength, agility and speed.
5. The student shall become aware of the need for experiencing team cooperation.

Track and Field

Unit Description

To introduce basic fundamentals and skills in the various track events. Emphasis is on developing basic skills and movements.

Student information

Grade level - 7 - co-educational

Unit Goals

1. To develop beginning skills.
2. To improve co-ordination, endurance, flexibility and speed.
3. To provide opportunity for self-improvement.

Standard texts and Materials

1. Worksheet
2. Booklet available in the IMC

Unit objectives

1. The student shall improve basic skills.
2. The student shall learn proper terms and event procedures.
3. The student shall improve endurance, coordination and speed through participation in the events.
4. The student shall challenge and improve the goals set for him or herself.
5. The student shall experience individual and team achievement through involvement.

Tumbling

Unit Description

This unit will provide experience for students to learn individual and partner tumbling stunts. Beginning through advanced levels will be included.

Student information

7th grade boys and girls
8th grade boys and girls

Texts and Materials

none - charts will be posted

Unit Goals

To provide the opportunity to develop appropriate motor skills; in particular, balance, flexibility, and body awareness.

To encourage social interaction.

To provide self-challenging opportunities.

Unit Objectives

Students shall participate in both structured and exploratory class activities as designed by the instructor to review and learn tumbling skills.

Students shall demonstrate mastery of tumbling stunts on a skill test.

Students shall demonstrate cooperative behavior and safety considerations at all times in stunt performance.

Students shall show knowledge of spotting by working with partner(s) and helping each other learn new stunts.

Volleyball

Unit Description

Students shall have the opportunity to practice the fundamental skills in drill situations and then apply them in game play.

Student Information

7th grade - 6 weeks
8th grade - 3 weeks

Unit Goals

To develop motor skills and coordination in students.

To provide the opportunity for social and emotional development.

Texts and Materials

Study guide compiled by teacher.

Unit Objectives

Students shall improve their basic skills of volleyball including the underhand serve, bump, and set in drills and in game play plan and skill tests.

Students shall demonstrate knowledge of the rules and strategy of the game in play and on written tests.

Students shall demonstrate cooperation and good sportsmanship throughout the unit.

Wrestling

Unit Description

Students shall be introduced to basic moves, strategies and organization of the sport of wrestling.

Student Information

7th and 8th grades

Unit Goals

To allow students to learn about the fundamentals of the sport of wrestling.

To develop an appreciation for this unique sport and the discipline and challenge it offers.

Text and Materials

Study guide will be available.

Unit Objectives

Students shall participate in class activities designed by the teacher to provide experience in various wrestling situations.

Students shall demonstrate knowledge of the sport of wrestling such as basic rules, strategies, and scoring on written tests and worksheets and in practical class activities.

INTRODUCTION

In recent years, teachers, coaches and people not even involved with sports have learned a number of things about the values of the participation of handicapped children in sports. For example:

1) Mentally and physically handicapped children can succeed and even excel in sports.
2) Competition can spur handicapped youngsters to undreamed of levels of achievement.
3) Success can enhance self image and self discipline of the handicapped.
4) Achievement in play and sports can provide the handicapped with self confidence needed to stimulate achievement in other aspects of life.
5) Handicapped individuals are more like their non-retarded peers than they are different.

All youngsters need lots of opportunities to run, jump, swim and throw - they learn to move, then they move to learn. To be successful in teaching handicapped children, the instructor must help the students set goals so they can see tangible improvement each time the class has been held. The goals should be set in three categories. These being:

1) Immediate goals for each class period.
2) Intermediate goals for a week.
3) Unit goals to be attained by the end of each unit.

Setting realistic, meaningful and attainable goals is important to the development of positive play and to the building of motor skills. However, the goals cannot be set for the class as a whole. There are many differences in the individuals as far as the skill levels are concerned. These differences in skill level must be compensated for by the instructor as the units progress. There must be much flexibility built into each unit being taught. This flexibility takes the form of letting the individuals progress at their own rate. The skills are taught to the whole class then reviewed as deemed necessary by the student with guidance from the instructor. This allows the more talented student the opportunity to advance on to more difficult skills while the less talented spends more time on the less difficult skills. The only drawback to this method is the time factor.

For the seventh and eighth grade modified classes, the units run simultaneously with the regular classes. This means that the modified classes advance as far as they can within the amount of time allotted to each unit. The T.M.R. class has a totally different curriculum than the other classes. They have much more flexibility built into their progression because they aren't working with sports skills as much as they are working on basic motor skills.

Letter sent to parents of candidates for modified physical education at Kromrey Middle School.

The Physical Education Department at Kromrey Middle School is attempting to provide an alternative physical education program for some students this year. This program is basically designed to deal with the specific needs of students. We have observed a significant number of students who have low physical skill levels and who have a difficult time working in class because of their skill level. These students need time and instruction in developing skills and this cannot be met in a regular physical education class.

We would like to have your son/daughter______________________________ participate in our alternative program this year. We invite you to come in and discuss any concerns or questions you may have about this program. We have one requirement before placing a student in the program, and that is the permission of the parents. If you would like your child to participate in the program, please sign the permission or rejection slip below and return to the Guidance office at Kromrey School as soon as possible.

Sincerely,

Marge Gabrys
Physical Education Coordinator
E. G. Kromrey Middle School

I would like my son/daughter______________________to participate in the Physical Education Skills program.

I would not like my son/daughter____________________to participate in the Physical Education Skills program.

BASKETBALL (7 & 8 GRADES)

OBJECTIVES:

1) To teach ball handling skills.
2) To teach the basic concept of the game of basketball. I.e. how offenses and defenses work.
3) To teach the basic rules so the students can participate in a game if they so desire.

SKILLS:

1) Dribbling 2) Passing 3) Shooting 4) Defense
5) Handing off

	DAY #1	DAY #2	DAY #3
WEEK #1	Teach - Dribbling - Body position, Hand action, finger control Finish with dribble tag	Review - Dribble Teach - Passing, Chest Bounce Overhead	Review - Dribble, Passing Teach - Lay-up
WEEK #2	Review - Dribble, Passing, Lay-up Teach - Set shot (free throw)	Review- Pass, Lay-up, Free Throw Teach - Jump Shot	Review - Pass, Lay-up, Free Throw, Jump Shot Teach - Offensive positions
WEEK #3	Review - Set Shot, Jump Shot, Offensive Positions Teach - Man to Man Defense (Body Position)	Review - Lay-up, Set Shot, Man to Man Defense Teach - Relationship to Offense to Defense	Review - Lay-up, Set Shot, Offense, Defense Give Handout - Covers everything Teach - Offensive Plays & Rules (How each position works with other)
WEEK #4	Quiz on 1) Different shots 2) Different passes 3) Offense & Defense 4) Rules Finish with Game	Pick Teams Play a Game	Basketball Game
WEEK #5	Basketball Game	Basketball Game	Basketball Game
WEEK #6	Basketball Game	Skill Testing	Exam

DISCO UNIT (7th and 8th grades)

OBJECTIVES:

1) To teach the social skills of dancing,
2) To teach the basic disco steps.
3) To instill a basic feeling of keeping a rhythm.

SKILLS:

1) Two beat turn
2) Four beat turn
3) The worm
4) The rock
5) The hustle
6) New York Bus-Stop
7) The Freeze

	DAY #1	DAY #2	DAY #3
WEEK #1	Teach - Hustle, Freeze Review - Hustle, Freeze	Review - Hustle, Freeze Teach - New York Bus-Stop	Review - Hustle, Freeze Teach - Dance steps from the record
WEEK #2	Review - New York Bus-Stop dance steps from the record Inform them about their test. 7th Gr. - Choice 8th Gr. - Make up dance	Practice - 7th Grade Choose one taught to them. 8th Grade - Make up a dance from the steps shown, any combination	Practice
WEEK #3	Practice	Test on Dances	Test on Dances

78

FLAG FOOTBALL (8TH GRADE)

OBJECTIVES:

1) To teach all the basic skills of the game.
2) To teach the rules of the game so it can be watched and played with complete understanding by the student.

SKILLS:

1) Passing
2) Catching
3) Stance
4) Handing off and receiving a hand off
5) Punting and place kicking
6) Centering
7) Blocking
8) Pass coverage

	DAY #1	DAY #2	DAY #3
WEEK #1	Teach - Passing, Catching	Review - Passing, Catching Teach - Stance of linemen & Blocking	Review - Passing, Catching, Stance, Blocking Teach - Centering to quarterback, Handoff to running backs
WEEK #2	Review - Blocking, Centering, Handoffs Teach - Pass Routes	Review - Pass Routes Teach - Punting, Place Kicking	Review - Punting, Place Kicking Teach - Defensive positions, Give handout - Defensive positions
WEEK #3	Review - Defensive positions Teach - How Defensive line, Defensive line backers & Defensive backs relate to each other	Review - Defense Teach - (1) Kick off teams (2) Kick off return teams	Review - Kick off & Kick off Return Teams Teach - Punting Team & Punt Return teams
WEEK #4	Review - Punting teams & Punt return teams Teach - Basics of all aspects of the game from start to finish to show how they relate to each other	Pick Teams Football Game	Football Game Football Game
WEEK #5	Football Game	Football Game	Football Game
WEEK #6	Skill Test Finish with Football game	Skill Test Finish with Football game	Exam

GYMNASTICS

OBJECTIVES:

1) To teach basic movement and balance on the gymnastics equipment
2) To familiarize the students with all the different events in gymnastics so they will understand what they are seeing during a gymnastics meet.
3) To develop proper techniques of spotting word stunt selection to assume student safety.

APPARATUS:

1) Pommel horse	2) Parallel bars	3) Vaulting box
4) Rings	5) Horizontal bar	6) Balance beam

SEVENTH GRADE:

	DAY #1	DAY #2	DAY #3
WEEK #1	Pommel Horse - Squat mount, Jump dismount, knee mount to knee dismount, squat vault, flank vault	Pommel Horse - Straddle mount to jump dismount, Front support to rear support	Review - All stunts needing work Test on skills
WEEK #2	Parallel Bars - Forward hand walk, forward hand walk with ½ turn, Forward hand jump, Swing	Parallel Bars - Bird's nest, Straddle seat series, Front Dismount, Rear Dismount	Parallel Bars - Review all stunts needing work Test on Skills
WEEK #3	Vaulting Box - Flank Vault, Front Vault, Rear Vault	Vaulting Box - Review Flank, Front & Rear vaults Teach - Straddle and Wolf Vaults	Vaulting Box - Review all stunts needing work Test on Skills
WEEK #4	Horizontal Bar - Straight Arm Support, Angel Balance, Roll to Hang, Inverted Hang	Horizontal Bar - Swing, Single Knee Swing Up, Bird's nest, Double Knee Hang, Penny Drop	Horizontal Bar - Review - All stunts needing work Test on Skills
WEEK #5	Balance Beam - Forward walk, Backward walk, Squat, Squat & turn	Balance Beam - Leap, Jump rope	Balance Beam - Review - all stunts needing work Test on Skills

EIGHTH GRADE:

WEEK #1	Pommel Horse - Squat mount to Jump Dismount, Knee Spring dismount, Squat Vault, Front Vault	Pommel Horse - Straddle mount to Jump dismount, Straddle vault, front support to rear support, Flank mount to rear support	Review - All stunts needing work Test on Skills

EIGHTH GRADE GYMNASTICS CONT.

	DAY #1	DAY #2	DAY #3
WEEK #2	Parallel Bars - Forward Hand walk, Forward Hand walk with ½ turn, Forward Hand Jump, Bird's Nest, Swing	Parallel Bars - Straddle Seat Series, Inverted Hang, Scissors turn, Single Leg Straddle mount, Front Dismount	Review - All stunts needing work Test on Skills
WEEK #3	Vaulting Box - Flank Vault, Front Vault, Rear Vault	Vaulting Box - Straddle Vault, Wolf Vault	Review - All stunts needing work Test on Skills
WEEK #4	Rings - Swing, Skin the Cat, Inverted Hang	Rings - Bird's Nest, Pike Hang, Monkey Turn (Let go with one hand and turn to re-grasp the ring)	Review - All stunts needing work Test on Skills
WEEK #5	Horizontal Bar - Straight Arm Support, Angel Balance, Roll to Hang, Inverted Hang, Double Knee Hang, Penny Drop	Horizontal Bar - Single knee Swing up, Hip Pull over, Swing, Flank Vault from front support	Review - All stunts needing work Test on Skills

SOCCER UNIT (7th GRADE)

OBJECTIVES:

1) To teach the basic skills involved in the game of soccer.
2) To teach the rules and strategies so the students will be able to play and observe the game with complete knowledge of the game.

SKILLS:

1) Dribbling
2) Passing
3) Punt and place kicking
4) Trapping
5) Tackling
6) Heading

	DAY #1	DAY #2	DAY #3
WEEK #1	Dribbling	Review - Dribbling Teach - Pass & Trap	Review - Dribbling, Pass, Trap
WEEK #2	Review - Dribbling, Pass, Trap Teach - Tackling	Review - Dribbling, Passing, Trapping, Tackling	Review - Pass, Trap, Tackling Teach - Heading, Throw-in
WEEK #3	Review - Tackling, Heading, Throw-in, Teach - Punt, Place Kick	Review - All skills to this point	Modified Game
WEEK #4	Soccer Game	Soccer Game	Soccer Game
WEEK #5	Soccer Game	Soccer Game	Soccer Game
WEEK #6	Test one half of the skills. Finish with a game.	Test second half of skills. Finish with a game.	Exam

SOFTBALL UNIT (7th and 8th grades)

OBJECTIVES:

1) To teach the basic skills involved in the game of softball
2) To teach the rules so the student will be able to play or observe a softball game with complete knowledge of the game

SKILLS:

1) Throwing
2) Catching fly balls
3) Fielding ground balls
4) Batting
5) Base running
6) Pitching

	DAY #1	DAY #2	DAY #3
WEEK #1	Teach - Throwing, Catching	Review - Throwing, Catching Teach - Fielding Grounders	Review - Throwing, Catching, Fielding grounders Teach - Batting
WEEK #2	Review - Fielding Grounders, Batting Teach - Base running, Pitching Finish with a softball game	Review - Batting, Pitching Play Softball Game	Play - Softball Game
WEEK #3	Test one half of the Softball Skills Finish with a Softball Game	Test second half of the Softball Skills Finish with a Softball Game	Written Exam Finish with a Softball game, time permitting

TRACK UNIT

OBJECTIVES:

1) Learn basic skills involved in all track events so students understand what they are watching during a track meet.

2) Learn some basic training techniques so the students can maintain a high level of conditioning.

SKILLS:

1) Sprint Start
2) Hurdling
3) High Jump
4) Long Jump
5) Shot put
6) Discus throw
7) Long Distance conditioning
8) Relay Passing

	DAY #1	DAY #2	DAY #3
WEEK #1	Teach - Distance training, 1 Mile workout (or if inside, do 10 min. run)	Review - Distance 1 mile workout (or 10 minute run inside) Teach - Sprint start Do start before 1 mile	Review - Sprint start Teach - Hurdles - Finish with 3/4 or 1/2 mile run (10 min. run inside)
WEEK #2	Review - Start, Hurdles Teach - High Jump, Finish with 10 min. run	Review - High Jump Hurdles Teach - Long Jump - Finish with 10 min. run	Review - High Jump, Long Jump, Start, Hurdles. Use 3 stations and rotate. Finish with 10 min. run
WEEK #3	Teach - Shot Put Finish with 10 min. run	Review - Shot Put Teach - Discus - Finish with 10 min. run	Review - Shot Put, Discuss Teach - Relay passing. Finish with 10 min. run
WEEK #4	Review - Shot, Discus, Passing OR have a small track meet with 1 person from each team in each event	Skills Testing (Not on times or distances, just form)	EXAM

TUMBLING (7th and 8th)

OBJECTIVES:

1) To teach the students various ways to roll and to balance themselves with a partner.

2) To teach the students an automatic response to roll when they fall while playing or during any activity.

3) To teach the students how to control the weight of another object thru the partner stunts.

	DAY #1	DAY #2	DAY #3
WEEK #1	Teach - Single tumbling forward roll, backward roll Teach - Single Balance Tripod, Low Handstand	Review - Forward roll, back roll, Tripod, low handstand Teach - Handstand to forward roll, headstand, Cartwheel	Review - Back roll, Head stand, Cartwheel (Allow review of everything to this point if necessary) Teach - Dual Stunt: Double Forward Roll, Dual Balance: Swan, Box
WEEK #2	Review - Forward Roll, Back Roll, Handstand to Forward Roll, Headstand, Double Forward Roll, Cartwheel Teach - Back roll Ext., Thighstand	Review - Cartwheel, Back Roll Extension, Headstand, Double Forward Roll, Thigh Stand Teach - Dual Stunt: Flip over other person's back Dual Bal: Knee shoulder Bal., Chest balance	Review - Dual stunts: Double Forward Roll, Flip over the back Dual Balance: Knee shoulder Stand, Chest Balance Teach - Pike Headstand, Dual Balance: Shoulder balance off partner's thighs
WEEK #3	Review - Pike Headstand, Dual Bal: Shoulder balance on partner's thighs Teach - Headspring over a rolled mat, Forearm and head balance	Review - Headspring over mat, Forearm & Head Balance Teach - Handspring over a rolled mat	Review - Headspring over a rolled mat, Handspring over a rolled mat, then handspring without a rolled mat
WEEK #4	Review - All stunts that are giving the student difficulty	Same as Day #1 of Week #4	Choose - Six stunts to be tested on, must have one from each category of "Single Stunts", "Single Bal.", "Dual Stunts", "Dual Balance." Cannot have more than two from any category.
WEEK #5	Practice the chosen stunts for the test	Begin testing and continue practicing	Finish testing

VOLLEYBALL

OBJECTIVES:

1) Learn basic skills used in the game of volleyball.
2) To be able to use the skills in a game.
3) To develop the basic knowledge for strategy.
4) To learn the basic rules.

SKILLS:

Serving - Underhand and overhand
Passing - Set up, Bump

SEVENTH GRADE UNIT

	DAY #1	DAY #2	DAY #3
WEEK #1	Teach-Set Around Circle, Back and forth between themselves	Review - Set Circle Formation, Line formation Teach - Bump Line Formation	Review - Set & Bump These two skills are to be reviewed often because they are the basis of the game
WEEK #2	Review - Set & Bump	Review - Set & Bump	Review - Set & Bump Teach - Underhand serve. One line serves to other line.
WEEK #3	Review - Set, Bump Underhand serve Teach - Basic Team Formation	Review - Set, Bump, Underhand serve Teach - Strategy of the use of Basic formation	Review - Set, Bump, Serve, use of formation Teach - Rules Finish hour with modified game - tell about quiz
WEEK #4	Review - Set, Bump, Serve rules Have modified game, Tell about a quiz	Quiz - After quiz have a game (Match)	Review - Skills Have a match
WEEK #5	MATCH	MATCH	MATCH
WEEK #6	MATCH While playing, grade on skills Tell about exam	MATCH Grade on skills again Tell about exam	EXAM Finish with a match

TRAINABLE MENTALLY RETARDED (TMR)

BASIC SKILLS:

1) Running, Jumping, Hopping, Skipping, Throwing, Catching, hitting
2) Basic skills incorporated with ball, ropes, pins

EXERCISES:

1) Jumping jacks 2) Sit-ups 3) Push-ups
4) Toe toucher 3) Trunk Twisters

	DAY #1	DAY #2	DAY #3
WEEK #1	Throwing-Catching Balls various sizes Activities: 1) Partner - throw - catch 2) Bouncing off floor - catching 3) Bouncing off wall - catching 4) Throwing in air - catching	Same as Day#1	Same as Day #1
WEEK #2	Throw Catching Activities	Same as Day#1	Same as Day #1
WEEK #3	Kicking Activities 1) To partners - stopping with feet 2) Manuevering ball with feet (soccer dribble) 3) Modified soccer		
WEEK #4	Kicking	Same as Day #1	Same as Day #1
WEEKS # 5 & 6	Hitting - Use of bat and ball - Correct technique of swing Activities: 1) Suspended ball - swinging 2) Partner toss - hitting ball 3) Modified wiffo ball using bases		
WEEKS 7 & 8	Basketball skills 1) Shooting - lay-up, setshot 2) Dribbling 3) Passing 1) Bounce 2) Chest Activities: 1) Individual skill 2) Passing to partner 3) Passing against wall 4) Cone - zig-zag dribble 5) Shooting (most made 4 min.)		

TMR

	DAY #1	DAY #2	DAY #3
WEEKS 9, 10, 11	Dance - Disco Technique		
WEEKS 12, 13, 14	Tumbling basic 1) Forward rolls 2) Shoulder roll 3) Backward roll 4) Log Roll	5) Frog Balancing 6) Modified head stands 7) Cartwheel 8) Handstand	
WEEKS 15, 16, 17	Jumping - Jump ropes 1) Basic Movement a) turning rope without jumping b) jumping c) modified jumping over rope d) rope jumping		
WEEK #18	Jump rope activities continued	Weight training	1) Weight lifting skills a) proper position b) proper breathing c) correct use of weights
WEEK #19	Jump rope	Weight training	2) Station for work-out a) leg lift b) overhead pull c) front flyers d) bench press e) military press f) bicep curls
WEEK #20	Jump rope	Weight training	
WEEK #21 22, 23, 24	Volleyball skills 1) Modified skills of set and bump tech. 2) Use of Balloon for activities of: a) set with two hands b) bump with two hands c) keeping balloon in air d) hitting baloon over head with correct hits	Weight training	

TMR

	DAY #1	DAY #2	DAY #3
WEEKS #25, 26, 27, 28, 29	Volleyball	Gymnastics Stations: 1) Balance Beam 2) Vaulting box 3) Horse 4) Parallel bars	
WEEKS #30, 31	Ping Pong 1) Skills 2) Modified game		
WEEKS #32, 33, 34, 35, 36	Games and Activities		

MIDDLE SCHOOL FITNESS PROGRAM

Physical fitness tests are conducted at E. G. Kromrey in the fall and the spring with scores kept. The following activities include pullups (boys), bent-arm hang (girls), situps (from President*s Council test battery), sit and reach and the mile run (from 1981 AAPHER manual). Percentile norms are enclosed.

Table 2-1. Percentile Norms. Ages 5-18 for the One Mile Run (minutes and seconds) for Boys.

Age	5	6	7	8	9	10	11	12	13	14	15	16	17+
Percentile													
99	7:45	8:15	7:17	6:14	6:43	6:25	6:04	5:40	5:44	5:36	5:44	5:40	5:41
95	9:02	9:06	8:06	7:58	7:17	6:56	6:50	6:27	6:11	5:51	6:01	5:48	6:01
90	9:41	9:30	8:35	8:12	7:29	7:26	7:19	6:44	6:22	6:05	6:08	6:02	6:13
85	10:40	10:00	8:59	8:22	8:00	7:40	7:30	6:57	6:33	6:13	6:18	6:12	6:28
80	11:13	10:23	9:18	8:45	8:22	7:57	7:48	7:12	6:42	6:21	6:29	6:22	6:30
75	11:32	10:55	9:37	9:14	8:36	8:10	8:00	7:24	6:52	6:36	6:35	6:28	6:36
70	11:50	11:20	9:45	9:31	8:50	8:23	8:08	7:37	7:00	6:41	6:42	6:41	6:42
65	12:34	11:33	10:04	9:43	9:02	8:34	8:21	7:48	7:06	6:48	6:56	6:47	6:57
60	12:48	11:47	10:46	10:20	9:14	8:49	8:39	7:59	7:14	6:54	7:02	6:53	7:07
55	13:17	12:03	11:10	10:41	9:30	9:03	8:56	8:08	7:20	7:01	7:07	7:03	7:15
50	13:46	12:29	11:25	11:00	9:56	9:19	9:06	8:20	7:27	7:10	7:14	7:11	7:25
45	14:09	12:50	11:44	11:24	10:24	9:34	9:25	8:34	7:40	7:15	7:23	7:19	7:30
40	14:17	13:20	12:04	11:49	11:01	9:45	9:46	8:51	7:51	7:24	7:30	7:27	7:45
35	14:52	13:55	12:44	12:12	11:25	10:10	10:10	9:10	8:02	7:34	7:41	7:40	7:58
30	15:18	14:13	13:30	12:30	11:44	10:38	10:40	9:30	8:24	7:54	7:52	7:51	8:06
25	16:05	15:10	14:02	13:29	12:00	11:05	11:31	10:00	8:35	8:02	8:04	8:07	8:26
20	16:37	15:18	14:37	13:56	12:25	11:31	12:02	10:42	8:50	8:15	8:26	8:41	8:38
15	17:08	15:51	15:06	14:25	13:21	12:11	12:40	11:20	9:09	8:43	8:48	9:10	9:05
10	17:21	16:56	15:50	15:16	14:19	13:00	13:37	12:07	9:39	9:30	9:25	9:52	10:37
5	18:25	17:38	17:17	16:19	15:44	14:28	15:25	13:41	10:23	10:32	10:37	10:40	10:56

Table 2-2. Percentile Norms. Ages 5-18 for the One Mile Run (minutes and seconds) for Girls

Age	5	6	7	8	9	10	11	12	13	14	15	16	17+
Percentile													
99	9:03	8:06	7:58	7:45	7:21	7:09	7:07	6:57	6:20	6:44	6:36	6:33	6:54
95	9:45	9:18	8:48	8:45	8:24	7:59	7:46	7:26	7:10	7:18	7:39	7:07	7:26
90	11:23	9:52	9:35	9:30	8:44	8:30	8:10	7:44	7:45	7:39	8:01	7:47	8:05
85	12:08	10:40	9:55	9:45	9:08	8:50	8:36	8:05	8:01	7:54	8:10	8:13	8:28
80	12:48	11:06	10:27	10:17	9:31	9:10	8:57	8:18	8:12	8:03	8:24	8:33	8:44
75	13:09	11:24	10:55	10:35	9:58	9:30	9:12	8:36	8:18	8:13	8:42	9:00	9:03
70	13:26	11:46	10:65	10:50	10:07	9:47	9:29	8:55	8:27	8:23	8:59	9:26	9:10
65	13:52	12:26	11:24	11:05	10:17	10:02	9:44	9:08	8:41	8:37	9:10	9:52	9:41
60	14:14	12:46	11:43	11:30	10:32	10:23	10:00	9:21	8:56	8:55	9:38	10:06	9:28
55	14:42	13:10	12:03	11:43	10:56	10:49	10:16	9:33	9:14	9:04	9:47	10:21	9:34
50	15:08	13:48	12:30	12:00	11:12	11:06	10:27	9:47	9:27	9:35	10:05	10:45	9:47
45	15:39	14:08	12:55	12:15	11:29	11:24	10:56	10:05	9:37	10:00	10:35	11:72	9:59
40	16:20	14:19	13:42	12:45	12:00	11:41	11:12	10:22	9:57	10:20	10:51	11:35	10:04
35	17:07	14:51	14:05	13:15	12:20	11:51	11:29	10:39	10:12	10:40	11:43	12:00	10:14
30	17:32	15:06	14:08	13:47	12:42	12:09	11:51	11:00	10:31	11:11	12:05	12:32	10:50
25	17:59	15:27	14:30	14:16	13:18	12:54	12:10	11:35	10:56	11:43	12:21	13:00	11:28
20	18:19	15:55	15:10	14:56	13:52	13:31	12:36	11:57	11:23	12:21	13:04	14:05	12:12
15	18:28	16:58	15:27	15:24	14:22	14:00	13:16	12:35	12:20	13:56	14:07	14:49	12:50
10	18:38	18:11	16:03	16:30	15:25	15:12	14:41	13:34	13:09	15:20	15:25	15:02	13:05
5	19:00	18:50	17:44	16:58	16:42	17:00	16:56	14:46	14:55	16:59	16:22	15:30	15:24

Appendix A
A. A. H. P. E. & R Fitness Criteria - Girls

Table 1. Flexed-Arm Hang For Girls

Percentile Scores Based On Age/Test Scores in Seconds

Percentile	Age								Percentile
	9-10	11	12	13	14	15	16	17+	
100th	78	68	84	68	65	83	69	73	100th
95th	42	39	33	34	35	36	31	34	95th
90th	29	30	27	25	29	28	24	28	90th
85th	24	24	23	21	26	25	20	22	85th
80th	21	21	21	20	23	21	17	19	80th
75th	18	20	18	16	21	18	15	17	75th
70th	16	17	15	14	18	15	12	14	70th
65th	14	15	13	13	15	14	11	12	70th
60th	12	13	12	11	13	12	10	10	60th
55th	10	11	10	9	11	10	8	9	55th
50th	9	10	9	8	9	9	7	8	55th
45th	7	8	8	7	8	8	6	7	45th
40th	6	7	6	6	7	7	5	6	40th
35th	5	6	5	5	5	5	4	5	35th
30th	4	5	4	4	5	4	3	4	30th
25th	3	3	3	3	3	4	3	3	
20th	2	3	2	2	3	3	2	2	20th
15th	1	2	1	1	2	2	1	2	15th
10th	0	0	1	0	1	1	1	1	10th
5th	0	0	0	0	0	0	0	0	5th
0	0	0	0	0	0	0	0	0	0

Table 2-11. Percentile Norms. Ages 5-18 for Sit-ups for Boys

Age	5	6	7	8	9	10	11	12	13	14	15	16	17+
Percentile													
99	47	47	53	55	52	59	61	68	70	70	69	70	65
95	30	36	42	48	47	50	51	56	58	59	59	61	62
90	27	33	39	42	43	47	48	52	54	54	55	59	59
85	25	30	37	40	41	44	46	50	52	52	52	55	56
80	24	28	34	38	39	42	44	48	50	51	50	53	54
75	23	26	33	37	38	40	42	46	48	49	49	51	52
70	22	25	31	35	36	39	41	45	46	48	48	50	51
65	21	23	30	34	35	37	40	43	45	46	47	49	50
60	20	22	29	32	34	36	39	42	44	45	46	47	49
55	19	21	28	31	33	35	38	40	42	44	45	46	48
50	18	20	26	30	32	34	37	39	41	42	44	45	46
45	17	19	25	29	31	33	35	38	40	41	42	44	45
40	15	18	24	29	30	31	34	36	39	40	41	42	44
35	14	17	22	28	29	30	33	35	38	39	40	40	43
30	13	16	21	26	27	29	31	33	36	38	39	39	40
25	11	15	19	25	25	27	30	31	35	36	38	38	38
20	9	13	17	23	24	25	28	30	33	35	36	35	37
15	7	12	15	21	22	23	26	28	31	33	34	33	34
10	5	9	14	19	20	19	23	25	29	31	31	30	31
5	2	6	10	15	15	15	17	19	25	27	28	28	25

Table 2-12. Percentile Norms. Ages 5-18 for Sit-ups for Girls

Age	5	6	7	8	9	10	11	12	13	14	15	16	17+
Percentile													
99	35	42	51	55	51	54	55	61	60	57	64	63	65
95	28	35	40	44	44	47	50	52	51	51	56	54	54
90	27	32	37	41	41	44	46	48	48	48	50	50	50
85	25	30	34	38	39	41	44	45	46	45	47	49	47
80	24	29	32	36	37	40	42	43	43	43	45	45	45
75	24	28	31	35	35	39	40	41	41	42	43	42	44
70	23	26	30	34	34	37	39	40	40	40	41	39	43
65	22	25	29	32	33	35	37	40	39	39	41	37	42
60	20	24	28	31	31	34	36	39	37	38	40	35	40
55	20	23	27	30	30	33	35	37	36	37	38	34	39
50	19	22	25	29	29	32	34	36	35	35	37	33	37
45	18	20	24	28	28	30	33	35	34	34	35	32	36
40	16	19	23	27	27	29	32	33	33	33	33	31	35
35	15	18	22	25	26	28	30	32	32	32	32	30	33
30	13	16	21	23	25	26	29	31	30	31	31	30	32
25	12	14	20	22	23	25	28	30	29	30	30	29	31
20	10	13	19	20	21	23	26	29	27	28	28	26	29
15	9	11	16	19	19	21	24	27	25	26	27	25	27
10	6	9	13	17	17	19	21	23	23	24	25	23	25
5	2	6	10	12	14	15	19	19	18	20	20	20	19

Table 2-5. Percentile Norms.
Ages 13-18 for the 1.5 Mile (yards)
and 12-Minute (minutes and seconds) Run for Boys

Percentile	12-Min. Run	1.5 Mile Run
95	3297	8:37
90	3140	9:15
85	3037	9:40
80	2952	10:01
75	2879	10:19
70	2819	10:34
65	2759	10:48
60	2699	11:02
55	2648	11:15
50	2592	11:29
45	2536	11:42
40	2485	11:55
35	2425	12:10
30	2365	12:24
25	2305	12:39
20	2232	12:56
15	2147	13:17
10	2044	13:42
5	1888	14:20

Norms from the Texas Physical Fitness Test (1973)

Table 2-6. Percentile Norms.
Ages 13-18 for the 1.5 Mile (yards)
and 12-Minute (minutes and seconds) Run for Girls

Percentile	12-Min. Run	1.5 Mile Run
95	2448	12:17
90	2318	13:19
85	2232	14:00
80	2161	14:34
75	2100	15:03
70	2050	15:26
65	2000	15:50
60	1950	16:14
55	1908	16:34
50	1861	16:57
45	1815	17:19
40	1772	17:39
35	1722	18:03
30	1672	18:27
25	1622	18:50
20	1561	19:19
15	1490	19:53
10	1404	20:34
5	1274	21:36

Norms from the Texas Physical Fitness Test (1973)

Table 2-13. Percentile Norms. Ages 5-18 for Sit and Reach (cm) for Boys

Age	5	6	7	8	9	10	11	12	13	14	15	16	17+
Percentile													
99	36	37	38	38	37	37	38	52	41	43	47	45	48
95	32	34	33	34	34	33	34	35	36	39	41	42	45
90	31	32	31	32	32	31	32	32	34	37	39	40	43
85	30	31	30	31	31	30	31	31	33	36	37	38	41
80	29	30	29	30	30	29	30	30	32	34	36	37	40
75	29	29	28	29	29	28	29	29	30	33	34	36	40
70	28	28	27	28	28	28	28	29	29	31	33	35	38
65	27	28	27	27	28	27	27	28	28	30	32	34	37
60	26	27	26	27	27	26	26	27	27	30	32	32	36
55	26	26	25	26	26	26	26	27	27	29	31	31	35
50	25	26	25	25	25	25	25	26	26	28	30	30	34
45	25	25	24	25	25	24	24	25	25	27	29	29	33
40	24	24	24	24	24	23	23	24	24	26	28	28	32
35	23	24	23	23	23	22	23	23	23	25	27	27	31
30	23	23	22	23	22	21	22	22	22	24	26	26	30
25	22	22	22	22	22	20	21	21	20	23	24	25	28
20	22	22	20	21	21	19	20	20	19	22	23	23	26
15	21	20	19	20	20	18	18	18	18	21	22	21	25
10	19	18	18	18	18	17	16	16	15	18	19	18	23
5	17	16	16	16	16	12	12	13	12	15	13	11	15

Table 2-14. Percentile Norms. Ages 5-18 for Sit and Reach (cm) for Girls

Age	5	6	7	8	9	10	11	12	13	14	15	16	17+
Percentile													
99	37	38	37	39	39	41	41	46	49	49	49	48	47
95	34	34	34	36	35	35	37	40	43	44	46	46	44
90	32	33	33	34	34	34	36	38	40	42	44	43	43
85	31	32	32	33	33	33	34	36	38	40	43	42	42
80	31	31	31	32	32	32	33	35	37	39	42	41	41
75	30	30	31	31	31	31	32	34	36	38	41	39	40
70	29	29	30	30	30	30	31	33	35	36	40	38	40
65	28	29	29	30	30	29	30	32	33	36	39	37	39
60	28	28	29	29	29	29	30	32	32	35	37	36	37
55	27	27	28	28	28	28	29	31	31	34	37	35	36
50	27	27	27	28	28	28	29	30	31	33	36	34	35
45	26	26	27	27	27	27	28	29	30	32	34	33	34
40	25	25	26	26	26	27	27	28	29	31	33	33	33
35	25	25	26	25	25	26	26	27	27	30	32	32	33
30	24	24	25	24	24	25	25	26	26	29	32	31	32
25	23	23	24	23	23	24	24	25	24	28	31	30	31
20	23	22	23	22	22	22	23	23	23	26	30	28	29
15	22	22	22	21	21	21	22	22	22	24	28	26	28
10	20	20	20	19	20	19	20	20	20	23	25	23	26
5	18	18	16	17	17	16	16	15	17	18	19	14	22

MIDDLETON HIGH SCHOOL

OBJECTIVES AND CURRICULUM

100

PHYSICAL EDUCATION DEPARTMENT
COURSE OFFERINGS

Archery

Badminton

Basketball

Bowling

Creative Dance

Dance Exercise

Fitness Tests

Flag Football

Folk and Square Dance

Golf

Gymnastics & Apparatus

Ice Skating

Posture and Weight Control

Racquetball

Running

Soccer

Softball

Speedball

Table Tennis

Tennis

Tumbling

Universal Gym and Weight Training

Volleyball

Wrestling

PHYSICAL EDUCATION

PHYSICAL EDUCATION 9
and
PHYSICAL EDUCATION 10

Physical Education is required for all ninth and tenth grade boys and girls. Emphasis will be placed on learning basic skills, more involved techniques, and becoming more adept in team and individual sports. The various activities include flag football, soccer, basketball, gynmastics, ice skating, volleyball, running, aerobic dance, weight training, racquetball, volleyball conditioning, softball, tennis, archery, and physical fitness tests.

CREDITS: 4

LENGTH OF COURSE: Year

PREREQUISITES: None

RECOMMENDATIONS FOR TAKING COURSE: None

NOTES: All ninth grade students must register for and earn credit in P.E. 9.

All tenth grade students must register for and earn credit in P.E. 10.

PHYSICAL EDUCATION 11 and 12

Juniors and seniors will have an opportunity to choose an elective program from a variety of area centered around leisure time activities. All of the lifetime sports activities will be offered twice a week for a semester.

CREDITS: 2

PREREQUISITES: Physical Education 9 and 10

Grade level 11, 12

RECOMMENDATIONS FOR TAKING COURSE: None

NOTE: All students must complete two different elective physical education classes during their last two years of high school.

All the physical education activities listed are co-ed, unless specifically designated boys or girls.

PHYSICAL EDUCATION ELECTIVES-SEMESTER

Archery/Badminton (2)
Archery/Bowling (2)
Archery/Table Tennis (2)
Badminton/Bowling (2)
Basketball-Boys/Tennis (2)
Bowling/Golf (2)
Bowling/Volleyball (2)
Football-Boys/Basketball-Boys (2)
Football-Girls/Basketball-Girls (2)
Posture and Weight Control/Archery (2)
Posture and Weight Control/Golf (2)
Soccer/Universal Gym and Weight Training (2)
Table Tennis/Running (2)
Table Tennis/Softball-Girls (2)
Table Tennis/Tennis (2)
Tennis/Badminton (2)
Tennis/Bowling (2)
Tennis/Universal Gym and Weight Training (2)
Universal Gym and Weight Training/Archery (2)
Universal Gym and Weight Training/Running (2)
Universal Gym and Weight Training/Softball-Boys (2)
Volleyball/Table (2)
Volleyball/Tennis (2)
Weight Training

11th and 12th grade courses will consist of a combination of three of the units listed.

MIDDLETON HIGH SCHOOL

PHYSICAL EDUCATION DEPARTMENT

GOALS AND OBJECTIVES

1. Basic muscular strengths and the coordinations used in fundamental skills.
2. Correct postural habits and the ability to relax.
3. Mastery of physical powers and ability to perform a sustained effort.
4. Body poise and creativity through rhythmical activities.
5. Sufficient skill to provide pleasure and satisfaction.
6. Individual's interest in physical, mental, social, and emotional well-being.
7. Desire to appreciate and master recreational skills.
8. Social integration of each individual.
9. Emotional stability through frequent and vigorous activities.
10. Social attitudes such as leadership, followership, group welfare, generosity, tolerance of all races and creeds.
11. Individual and group responsibility for civic and community.
12. Courage, initiative, alertness, self-control, and cooperation in group activities or individual games.

Middleton High School Physical Education Grading Procedure

The Physical Education instructors use the following criteria to evaluate student progress:

A. Skill ----- Skill tests to assess ability

----- Playing ability in group activities

----- Skill tests which were missed because of absence must be made up during the unit by making arrangements with the teacher

B. Knowledge ----- Written tests, quizzes and daily worksheets

----- No late assignments will be accepted after the deadline, except due to absence. The student will be allowed one class period for every class period missed for makeup. Material not submitted will be given an "F"

C. Daily Participation ----- Dressing for class

----- Cooperation

----- Attitude and behavior toward others and the ability to follow class procedures (i.e., tardiness and proper materials for class)

----- Participation in class activity

Students are expected to make up time missed during their free time or study halls. They are given one week to make up an absence - - special provisions are made for extended absences.

PHYSICAL EDUCATION AT MIDDLETON HIGH SCHOOL

Physical education is an integral part of the total school program. It is an educational process employing games, dance, and fitness activities to assist the individual in further development; physically, emotionally, socially and intellectually.

A Physical Education program serves the students' immediate developmental and future recreational needs. The students develop skills in activities and favorable attitudes toward play which will carry over and function during leisure time. The program provides for body development so that the individual may live at the highest possible level while attaining social acceptance which would enable him to live, work, and play well with others.

The one area of development for which physical education is most responsive is physical development. It is our objective to assist the normal growth and developmental patterns and maintain sound and proper functioning of the body. This calls for development of the large muscles and organic functions. Endurance and strength are necessary to meet occupational demands, the demands of additional activities, and emergencies must also be developed.

Learning fundamental motor skills through team, dual, and individual activities assists in neuromuscular development, as well as body control skills. These same activities and dance contribute to a better sense of rhythm, agility, grace and efficiency.

Social and personal attitudes are also a concern of the physical education department. Sportsmanship, persistence, self-confidence, self control, leadership and fellowship, social co-operation and release of emotions in socially acceptable ways are some of the traits that can be further developed through physical activity.

The program helps the student improve personal attitudes, especially those related to wise use of leisure time, and improvement of the physical condition of their bodies through exercise and instruction in health habits. In addition to the preceding, a wholesome relationship with the opposite sex is acquired through instruction and co-educational activities.

PROGRAM ORGANIZATION

Our department is made up of four full-time and one part-time qualified physical education instructors. Ninth and tenth graders meet twice a week as do eleventh and twelfth graders.

Physical education is required for all ninth and tenth grade girls and boys and places an emphasis on learning basic skills, simple techniques and general knowledge and exposure to as many activities as possible. The course is a year long and students receive four credits. Juniors and seniors will have an opportunity to choose an elective program from a variety of areas offered centered around leisure time activities. Emphasis is placed on advanced techniques, team play and strategy, as well as more complete knowledge and understanding of the activity. This variety of lifetime sports activities will be offered twice a week in semester units.

Juniors and Seniors are required to earn four credits within the two year period. This meets the graduation requirement.

I. Uniform

A. Boys & Girls
  1. Tee shirt
  2. Shorts, no cutoffs allowed
  3. Tennis or athletic shoes
  4. White socks

Red and white uniforms are preferred, however they are not mandatory. Clean suitable clothing from home is also acceptable. The important thing is participation, that you are dressed and ready to go. The most common question is: "What should I do if I don't have my gym gear at school for class?" Answer: Report to class as usual and participate as indicated by instructor. This type of problem should seldom occur. It is your obligation to have proper attire for physical education classes when scheduled. Failure to do so will affect the outcome of your P.E. grade.

II. Medical Excuses

Students are expected to participate in their physical education classes regularly, however certain physical limitations do occur. If you are ill and cannot participate in you P.E. class on a given day, a note to that effect from a parent presented to your instructor may limit your obligation for participation that day. If there is an extended illness or hospitalization involved, a note from the attending physician is required to limit one's phy. ed. obligations. An adaptive program may be necessary. Your instructor will keep your medical excuse on file until you are officially released from restrictions. You are still to be in class even though you are under a medical excuse.

III. Attendance

Three years of physical education classwork is required by the State of Wisconsin as fulfillment of your graduation requirements. Regular attendance of your P.E. class is required. Students will be given the option of making up the missed class or taking a "0" for their grade the day missed. The make-up period will be established when you return to class. It is your responsibility to arrange for make-up. If outside activities (soccer, archery, golf, tennis, etc.) are curtailed due to weather conditions, the instructor will inform the class in the locker room as to where the class will be held and what alternative activity will be taking place. Do not assume class is cancelled. Phy. Ed. class will not be cancelled due to external conditions. If you are late to class, report to the location of the class immediately and follow the directions of the instructor. You may be asked to make-up the time and activity missed.

IV. Everyone will be issued a locker for Phy. Ed., combinations of which are your own personal business. Combinations are confidential and will be kept on file in the Phy. Ed. office. Towels for showers will be issued by your instructor and are to be returned to the dirty-towel cart after use. No horseplay will be tolerated in the locker or shower areas due to the danger involved. Shampoo or soap containers should be made of a non-breakable substance.

PHYSICAL EDUCATION ACTIVITIES

PHYSICAL EDUCATION 9
and
PHYSICAL EDUCATION 10

Physical Education is required for all ninth and tenth grade boys and girls. Emphasis will be placed on learning basic skills, more involved techniques, and becoming more adept in team and individual sports. The various activities include flag football, soccer, basketball, gymnastics, ice skating, volleyball, running, aerobic dance, weight training, racquetball conditioning, softball, tennis, archery, and physical fitness tests.

CREDITS: 4

LENGTH OF COURSE: Year

PREREQUISITES: None

RECOMMENDATIONS FOR TAKING COURSE: None

NOTES: All ninth grade students must register for and earn credit in P.E. 9.

All tenth grade students must register for and earn credit in P.E. 10.

PHYSICAL EDUCATION 11 and 12

Juniors and seniors will have an opportunity to choose an elective program from a variety of areas centered around leisure time activities. All of the lifetime sports activities will be offered twice a week for a semester.

CREDITS: 1/2

PREREQUISITES. Physical Education 9 and 10

Grade level 11, 12

RECOMMENDATIONS FOR TAKING COURSE: None

NOTE: All students must complete two different elective physical education classes sometime during their last two years of high school.

All the physical education activities listed are co-ed, unless specifically designated boys or girls.

ARCHERY: The archery unit will include the fundamentals of bow care and use. Safety precautions will be stressed. Actual target shooting will take place.

BADMINTON: This activity will develop the knowledge and skill necessary to participate in a highly organized recreational and pastime sport. In the badminton unit the student will learn the rules to play both singles and doubles.

BASKETBALL: This activity will let the student develop an appreciation for the skills involved in playing basketball at a skill level different from inter-scholastic athletics. The student will improve and develop skills that can be used in leisure time activity with emphasis on team play and strategy.

BOWLING: The fundamentals of bowling will be taught and emphasis will be on developing good form. Students will be transported to bowling alleys where the instruction will take place. The student will have to pay a bowling fee of about $1.50 each day of the activity.

FOOTBALL-Boys: Flag football will develop an appreciation for the skills in playing football at a different skill level than inter-scholastic athletics. The activities are designed to develop individual techniques with an emphasis on team offense, team defense, and team play and strategy.

FOOTBALL-Girls: Fundamentals of the game of flag football will be reviewed. Game experience will be an important part of the unit. Emphasis will be on developing team play and strategy.

GOLF: This activity will help the student develop a desire to participate in and understand golf as a recreational and individual sport. Fundamentals of the golf swing and proper care of golf clubs will be taught. Practice balls may be hit in the outdoor physical education area. The student will be expected to play golf on a regular course at least once with the green fee of about $3.00 to be paid for by the student.

POSTURE AND WEIGHT CONTROL: This unit will consist of posture excerises to aid in weight control. Individual posture and weight problems will be discussed on a general basis.

RUNNING (for Leisure Time Fun): This activity is specifically designed for the student who enjoys running and/or jogging. This unit will provide a means for developing and maintaining physical fitness as well as providing an opportunity for those who enjoy the challenge of self satisfaction in running.

SOCCER: This activity should help the student develop an appreciation for the skills involved in playing soccer, one of the fastest growing sports in the world. Skills and concepts of team strategy and team play will be taught.

SOFTBALL: Through this activity the student may develop a desire to participate in and understand softball as a recreational team sport. The instruction will help the student to develop adequate skills and knowledge to continue softball in the future.

TABLE TENNIS: This activity is designed to teach the skills and concepts needed for the student to participate in the popular recreational pastime of table tennis. In addition to skill development, emphasis will be placed on learning the rules of the activity.

TENNIS: Fundamentals of tennis will be reviewed to help the student develop skill in playing the game. Tournament play will be a part of the unit. Strategy in both singles and doubles will be discussed. Emphasis will be placed on tennis rules and on playing techniques.

UNIVERSAL GYM AND WEIGHT TRAINING: The student will receive instruction on the universal gym and free weights as a means for developing and maintaining physical fitness. The student will have an opportunity to work on an individualized program to increase body strength and overall fitness.

VOLLEYBALL: The fundamentals of volleyball will be reviewed along with the rules of the game. Team play will be stressed. Tournaments may be organized.

SOCCER:	This activity should help the student develop an appreciation for the skills involved in playing soccer, one of the fasted growing sports in the world. Skills and concepts of team strategy and team play will be taught.
SOFTBALL:	Through this activity the student may develop a desire to participate in and understand softball as a recreational team sport. The instruction will help the student to develop adequate skills and knowledge to continue softball in the future.
TABLE TENNIS:	This activity is designed to teach the skills and concepts needed for the student to participate in the popular recreational pastime of table tennis. In addition to skill development, emphasis will be placed on learning the rules of the activity.
TENNIS:	Fundamentals of tennis will be reviewed to help the student develops skill in playing the game. Tournament play will be a part of the unit. Strategy in both singles and doubles will be disussed. Emphasis will be placed on tennis rules and on playing techniques.
UNIVERSAL GYM AND WEIGHT TRAINING:	The student will receive instruction on the universal gym and and free weights as a means for developing and maintaining physical fitness. The student will have an opportunity to work on an individualized program to increase body strength and overall fitness.
VOLLEYBALL:	The fundamentals on volleyball will be reviewed along with the rules of the game. Team play will be stressed. Tournaments may be organized.

Course Title - ARCHERY

Course Description

The archery until will develop the fundamental shooting skills. Safety procedures and rules of archery will be stressed.

Student Information

Grade level - 9, 10
No prerequisites

Course Goals

1. To develop the basic physical skills needed for archery.
2. To be able to emotionally handle an individual sport.
3. To develop an appreciation of an individual sport.

Standard Texts and Materials

1. Hand-outs

Course Objectives

1. The student shall learn and use the basic safety procedures necessary for archery.
2. The student will know how to properly care for the equipment and demonstrate this knowledge.
3. The student shall develop the basic physical skills necessary to participate in archery.
4. The student shall understand the basic terminology of archery.
5. The student should be able to score properly.

Course Title - ARCHERY

Course Description

The archery unit will include the fundamentals of bow care and use. Safety precautions will be stressed. Actual target shooting will take place.

Student Information

Grade level - 11, 12
No prerequisites

Course Goals

1. To develop a greater proficiency in the physical skills needed for archery.
2. To be able to emotionally handle an individual sport.
3. To develop an appreciation of archery as a life time sport.

Standard Texts and Materials

1. Hand-outs

Course Objectives

1. The student shall learn and demonstrate the basic safety procedures necessary for archery.
2. The student will know how to properly care for the equipment and demonstrate this knowledge.
3. The student shall develop greater proficiency in the physical skills necessary to participate in archery.
4. The student shall understand and use basic and advanced archery terminology.
5. The student should know how to score properly.

Course Title - BADMINTON

Course Description

This activity will develop the knowledge and skill necessary to participate in a highly organized recreational and pastime sport. In the badminton unit the student will learn the rules to play both singles and doubles.

Student Information

Grade level - 11, 12

Course Goals

1. To develop skills for life time sports.
2. To develop a sound mind and sound body.

Standard Texts and Materials

Handouts

Course Objectives

The student shall:

1. Learn basic rules.
2. Demonstrate game strategy.
3. Demonstrate fundamentals of singles and doubles.
4. Learn basic terms:
    a. ace
    b. bird (shuttlecock)
    c. clear
    d. drive
    e. drop
    f. fault
    g. let
    h. rally
    i. smash

Course Title - BADMINTON

Course Description

This activity will develop the knowledge and skill necessary to participate in a highly organized recreational and pastime sport. In the badminton unit the student will learn the rules to play both singles and doubles.

Student Information

Grade level - 11, 12

Course Goals

1. To develop skills for life time sports.
2. To develop a sound mind and sound body.

Standard Texts and Materials

Handouts

Course Objectives

The student shall:

1. Learn basic rules.
2. Demonstrate game strategy.
3. Demonstrate fundamentals of singles and doubles.
4. Learn basic terms:
    a. ace
    b. bird (shuttlecock)
    c. clear
    d. drive
    e. drop
    f. fault
    g. let
    h. rally
    i. smash

Course Title - BASKETBALL

Course Description

The emphasis in this unit will be on basic skills, strategy, rules and terms. There will be drills and team play.

Student Information

Grade level - 9, 10 - Girls
No prerequisites

Course Goals

1. To aid in physical growth and development.
2. To aid in the development of motor skills.
3. To aid knowledge and understanding of team play.
4. To aid social and emotional development.

Standard Texts and Materials

1. Study guide
2. Films
3. Film loops

Course Objectives

1. The student shall learn basic basketball skills
2. The student shall learn simple game strategy.
3. The student shall learn basic rules and terms.
4. The teacher shall demonstrate basic skills and set up drills to facilitate learning them.
5. The teacher shall demonstrate and explain simple game strategy.
6. The teacher shall hand-out sheets on rules and terms.

Course Title - BASKETBALL FUNDAMENTALS

Course Description

Basketball fundamentals is a unit offered to all ninth and tenth grade boys. It is designed to develop physical strength, coordination, knowledge of the game and its fundamentals. It should be noted that all students enjoy basketball and free time is allowed each day for individual achievement and enjoyment.

Student Information

Grade level - 9, 10 - boys
No prerequisites

Course Goals

1. To provide physical growth and development.
2. To continue motor skill development.
3. To improve knowledge and understanding development.

Standard Texts and Materials

See Bibliography

Course Objectives

1. The student will demonstrate the knowledge of the basic skills necessary to playing basketball:
    a. shooting
        (1) jump shot
        (2) lay up
        (3) one hand
    b. dribbling
    c. passing
        (1) chest
        (2) bounce
        (3) baseball
    d. ball handling
    e. defense
        (1) man to man
    f. pivoting
2. Develop a vocabulary necessary for participating in basketball.
3. Understand the basic rules to play basketball.
4. Develop physical strength, coordination, agility and knowledge of the game of basketball.
5. Demonstrate a knowledge of beginning team play.

Course Title - BASKETBALL

Course Description

The emphasis in this basketball unit will be on team play and strategy. The fundamentals of the game will be reviewed. Tournaments will be played.

Student Information

Grade level - 11, 12 - Girls
No prerequisites

Course Goals

1. To continue motor skill development.
2. To provide continued opportunity for social and emotional development.

Standard Texts and Materials

Study Guide compiled by teacher.

Course Objectives

1. The student shall improve basic skills.
2. The student shall review simple game strategy and learn new strategy.
3. The student shall learn lay-up shots, hook shots, rebounding.
4. The student shall learn up-to-date rules.
5. The student shall learn more techniques and terms.
6. The teacher shall set up drills to facilitate skill improvement.
7. The teacher shall demonstrate and explain game strategy.
8. The teacher shall demonstrate and explain lay-up shots, hook shots and rebounding.
9. The teacher shall hand out rules sheets.
10. The teacher shall demonstrate and explain officiating techniques to those who are interested.

Course Title - BASKETBALL

Course Description

This activity will let the student develop an appreciation for the skills involved in playing basketball at a skill level different from interscholastic athletics. The student will improve and develop skills that can be used in leisure time activity with emphasis on team play and strategy.

Student Information

Grade level - 11, 12 - Boys

Course Goals

1. To provide physical growth and development.
2. To improve knowledge and understanding development.
3. To provide continued opportunity for social and emotional development.

Standard Texts and Materials

See Bibliography

Course Objectives

The student will:

1. Understand the basic rules, terminology necessary to playing basketball.
2. Demonstrate the ability to perform the basic skills learned in 9 and 10 grade.
3. Understand the basic knowledge and skills necessary to officiate basketball.
4. Understand and demonstrate advanced technique of basketball including:
    a. Team defense (zones and man-to-man)
    b. Team offense (zones and man-to-man)
    c. Rebounding and fast break
    d. Pressing (full court and one-half court)
5. Demonstrate improvement in physical conditioning, coordination and agility in various skills of basketball.

Course Title - BOWLING

Course Description

The fundamentals of bowling will be taught and emphasis will be on developing good form. Students will be transported to bowling alleys where the instruction will take place. The student will have to pay a moderate fee.

Student Information

Grade level - 11, 12

Course Goals

1. To develop appropriate motor skills.
2. To develop knowledge, understanding and appreciation of activity.
3. To facilitate development of social and emotional skills.

Standard Texts and Materials

Study guides prepared by teacher.

Course Objectives

The student shall:
1. Learn the basic bowling skills.
2. Learn basic terminology.
3. Learn bowling etiquette.
4. Learn to score.
5. Learn basic bowling procedures:
    a. How and where to get shoes, balls, score sheets.

The teacher shall:
1. Demonstrate and explain basic skills (filmstrips and loops)
2. Hand out terminology sheet.
3. Explain proper bowling etiquette.
4. Hand out and explain sheet on scoring.
5. Discuss with students bowling alley procedures.

Course Title - CREATIVE DANCE

Course Description

In creative dance the student will learn an appreciation of body movements and communications. The student may develop an interest in taking a more advanced dance class.

Student Information

Grade level - 9, 10
Prerequisites - Basic rhythmic activities learned in elementary and middle schools.

Course Goals

1. To develop rhythmic motor skills.
2. To develop a knowledge and understanding of dance.
3. To develop socially and emotionally.

Standard Texts and Materials

Handouts

Course Objectives

The student shall:

1. Learn locomotor movements (walk, run, leap, skip).
2. Learn basic history of Creative Dance.
3. Learn warm-up exercises.
4. Learn flexion-extension, adduction-abduction and circumduction as joint exercises.
5. Learn arm patterns, eye focus and use of gestures.
6. Become aware of levels (kneeling, sitting, standing, lying).
7. Learn falls (side, front, back, swing, kick, turn, fall).
8. Use learned skills and levels in creating a simple group pattern to music.
9. Learn jumps (Z jump, diamond jump).
10. Learn four movement qualities and their use (percussive, sustained, pendular, vibratory).
11. Learn basic terms listed in previous objectives.

Course Title - CREATIVE DANCE

Course Description

In creative dance the student will learn an appreciation of body movements and communications. The student may develop an interest in taking more advanced dance lessons on her own.

Student Information

Grade level - 11, 12

Course Goals

1. To develop an interest in physical growth and development.
2. To develop rhythmic motor skills.
3. To develop a knowledge and understanding of dance.

Standard Texts and Materials

Handouts

Course Objectives

The student shall:

1. Review previously learned motor skills.
2. Learn about rhythmic factors related to music.
3. Create a group composition to music.
4. Learn more advanced skills.
    a. Bent leg leap
    b. Toujete
    c. Spins
    d. Circular fall
    e. New jumps (profile, split)
5. Learn to use poetry to create movement patterns or dances.
6. Create a group composition to music with the use of properties.
7. Create individual dance.

Course Title - DANCE EXERCISE

Course Description

This unit will provide an overview of various exercise activities done to music and allow students to experience this type of exercise for fitness.

Student Information

Grade level - 9, 10

Course Goals

1. To develop an appreciation for exercising with music and its benefits.
2. To increase awareness and knowledge of dance movement skills.
3. To improve rhythm, coordination and other motor skills.

Standard Texts and Materials

Music system - tapes and tape players and/or records.

Course Objectives

1. Students shall participate in dance activities to the best of their ability as instructed.
2. Students shall demonstrate cooperative behavior during class activities.
3. Students should be able to recognize music and turn this into dance patterns.

Course Title - FLAG FOOTBALL

Course Description

Flag Football will develop an appreciation for the skills involved in playing football at a different skill level than interscholastic athletics. The activities are designed to develop individual techniques with an emphasis on team offense, team defense, and team play and strategy.

Student Information

Grade level - 9, 10 - Boys

Course Goals

To improve and develop coordination, balance, passing, catching, and kicking skills which helps to develop teamwork.

Standard Texts and Materials

See Bibliography

Course Objectives

The student will:

1. Develop an awareness of the necessary safety procedures necessary to play football.
2. Demonstrate the knowledge of the basic skills necessary to playing flag football.
3. Demonstrate a knowledge of the rules necessary to playing flag football.
4. Develop a vocabulary necessary for participating in flag football.
5. Develop physical strength, coordination, agility and knowledge of beginning team play in flag football.

Course Title - FLAG FOOTBALL

Course Description

Flag Football will develop an appreciation for the skills involved in playing football at a different skill level than interscholastic athletics. The activities are designed to develop individual techniques with an emphasis on team offense, team defense and team play and strategy.

Student Information

Grade level - 11, 12 - Boys

Course Goals

1. To develop an appreciation for the skills involved in playing flag football so that the students may more intelligently enjoy the game as a player and/or spectator.
2. To provide the students with a vigorous activity in order to help develop physical fitness and to encourage and develop teamwork.

Standard Text and Materials

See Bibliogrpahy

Course Objectives

The student will:

1. Demonstrate a knowledge of the basic rules, safety, and terminology of flag football.
2. Demonstrate the ability to perform the basic skills learned in 9-10 grade.
3. Understand the basic principles of officiating flag football.
4. Be able to understand and demonstrate advanced techniques of flag football.
5. Demonstrate improvement in physical conditioning, coordination and agility in various skills of flag football.

Course Title - FLAG FOOTBALL

Course Description

This unit will develop the fundamental skills of playing flag football. Emphasis will be placed on basic rules and playing strategies.

Student Information

Grade level - 9, 10 - Girls

Course Goals

1. To develop the fundamental physical skills needed for flag football.
2. To be able to socially handle a team situation.
3. To gain an appreciation of football as a spectator sport.

Standard Texts and Materials

Handouts

Course Objectives

1. The student shall understand the basic rules of flag football.
2. The student shall develop the basic physical skills necessary to participate in the game.
3. The student shall learn the strategies necessary to play the game.
4. The student shall understand the basic terminology of the game.
5. The student shall learn and use the safety procedures necessary for playing the game.

Course Title - FLAG FOOTBALL

Course Description

Fundamentals of the game of Flag Football will be reviewed. Game experience will be an important part of the course. Emphasis will be on developing play and strategy.

Student Information

Grade level - 11, 12 - Girls

Course Goals

1. To develop a greater proficiency in the physical skills needed to play flag football.
2. To be able to socially handle a team situation.
3. To gain an appreciation of football as a spectator sport.

Standard Texts and Materials

Handouts

Course Objectives

1. The student shall understand the basic rules of flag football.
2. The student shall develop a greater proficiency in the physical skills necessary to participate in the game.
3. The student shall learn and demonstrate basic and advanced playing strategies.
4. The student shall learn and use the basic and advanced terminology of the game.

Course Title - FOLK & SQUARE DANCE

Course Description

Students shall learn various folk and square dances and participate in dancing with partners to music.

Student Information

Grade level - 9, 10
No prerequisites

Course Goals

1. To develop rhythmic motor skills.
2. To develop a knowledge of folk and dance steps.
3. To develop social skills.

Standard Texts and Materials

None

Course Objectives

1. Students shall show knowledge of required dances by participating in practice sessions and performing the dances to music.
2. Students shall demonstrate appropriate social skills and cooperate with others.

Course Title - GOLF

Course Description

This activity will help the student develop a desire to participate in and understand golf as a recreational and individual sport. Fundamentals of the golf swing and proper care of golf clubs will be taught. Practice balls may be hit in the outdoor physical education area. The student will be expected to play on a regular course at least once with the green fee paid by the student.

Student Information

Grade level - 11, 12

Course Goals

1. To develop a knowledge and understanding of the sport.
2. To develop socially and emotionally.

Standard Texts and Materials

Handouts

Course Objectives

The student will:

1. Demonstrate awareness of individual skills necessary to the playing of golf.
    - a. grip
    - b. stance
    - c. swing
    - d. tee shots
    - e. iron shots (approach shots and chip shots)
    - f. putting
2. Be able to display an understanding of golf rules and etiquette in class and on the course.
3. Demonstrate care of equipment.
4. Show their comprehension of terminology of the game, equipment and course through a written exam.

Course Title - GYMNASTICS

Courst Description

This unit will offer experience in all pieces of apparatus. Individual skills and routines will be developed.

Student Information

Grade level - 9, 10 - Girls
Prerequisite - Basic knowledge from Elementary and Middle Schools

Course Goals

1. To establish an effective physical fitness program for the individual.
2. To develop a positive attitude towards personal physical growth and health.

Standard Texts and Materials

Handouts on basic skills and terminology

Course Objectives

The student shall:

1. Learn about basic gymnastics equipment.
2. Learn basic skills on the:
    a. Unevens
    b. Beam
    c. Floor exercise
    d. Vaulting
    e. Side horse
    f. Parallel bars
    g. Rings
3. Learn basic terms.
4. Learn all safety ans spotting techniques and demonstrate them on each piece of equipment.

Course Title - GYMNASTICS

Course Description

This activity will introduce to the student all the pieces of equipment in gymnastics. Emphasis will be placed on learning basic skills, fundamentals and safety techniques.

Student Information

Grade level - 9, 10 - Boys

Course Goals

1. To provide physical growth and development.
2. To continue motor skill development.
3. To improve knowledge and understanding development.

Standard Texts and Materials

See Bibliography

Course Objectives

The student will:

1. Demonstrate basic skills and knowledge about each specific piece of apparatus. (Major emphasis will be placed on basic skills and terminology at the ninth grade level with the remaining objectives being emphasized at the tenth grade level.
2. Demonstrate all safety and spotting techniques on each piece of apparatus.
3. Be able to set up and take down each piece of apparatus.
4. Perform as many of the skills as possible to accumulate as many testing points as possible.
5. Learn basic terminology of apparatus.
6. Learn basic skills on:
    a. Side horse
    b. Vaulting
    c. Horizontal bar
    d. Parallel bars
    e. Rings
    f. Floor exercise

Course Title - GYMNASTICS (APPARATUS)

Course Description

This unit will offer experience in any area of gymnastics apparatus that is of interest to or requested by the student. Individual skills and routines will be developed.

Student Information

Grade level - 11, 12

Course Goals

1. To establish an effective physical fitness program for the individual.
2. To develop a positive attitude towards personal physical growth and develop.

Standard Texts and Materials

1. Handouts on skills and terminology.
2. Handouts on specific routines for pieces of apparatus.

Course Objectives

The student will:

1. Demonstrate the basic skills, terminology, safety precautions and knowledge of the various pieces of apparatus.
2. Demonstrate proper techniques in spotting on various pieces of apparatus.
3. Demonstrate specific routines on various pieces of apparatus.
4. Be able to demonstrate individual skills and routines on specific pieces of apparatus.

Course Title - ICE-SKATING

Course Description

The emphasis in this course will be on learning basic skating skills and recreational skating.

Student Information

Grade level - 9. 10

Course Goals

1. To aid in physical growth and development.
2. To aid development of motor skills.
3. To provide opportunity for social and emotional development.

Standard Texts and Materials

None

Course Objectives

The student shall:
1. Learn to stand up on skates.
2. Learn to skate forwards without falling.
3. Learn to skate backwards.
4. Learn a recreational game on ice.

The teacher shall:
1. Demonstrate skating skills.
2. Lecture, discuss, and demonstrate recreational games to be played on ice.
3. Assist students who have never been on ice.

Course Title - ICE-SKATING

Course Description

The emphasis in this course will be on learning basic skating skills and recreational skating.

Student Information

Grade level - 9. 10

Course Goals

1. To aid in physical growth and development.
2. To aid development of motor skills.
3. To provide opportunity for social and emotional development.

Standard Texts and Materials

None

Course Objectives

The student shall:
1. Learn to stand up on skates.
2. Learn to skate forwards without falling.
3. Learn to skate backwards.
4. Learn a recreational game on ice.

The teacher shall:
1. Demonstrate skating skills.
2. Lecture, discuss, and demonstrate recreational games to be played on ice.
3. Assist students who have never been on ice.

Course Title - POSTURE AND WEIGHT CONTROL

Course Description

This unit will consist of posture exercises and exercises to aid in weight control. Individual posture and weight problems will be discussed on a general basis.

Student Information

Grade level - 11, 12

Course Goals

1. To promote good physical growth and development.
2. To promote opporunity for good motor skill development.
3. To promote knowledge and understanding of good body movement.

Standard Texts and Materials

Handouts, study guides, film loops, film

Course Objectives

The student shall:
1. Develop kinesthetic awareness of correct body alignment while walking, standing, sitting and lifting.
2. Learn exercises designed to firm up muscle tone in various parts of the body.
3. Learn the basics of a good, healthy diet.
4. Learn tension-reducing techniques and exercises.
5. Be able to analyze own posture and determine appropriate exercises.
6. Be able to analyze eating patterns and determine if and how they might be changed.
7. Keep records and measure improvement in inches and/or pounds.
8. Develop and write an exercise routine with emphasis on own problems.

The teacher shall:
1. Handout and explain sheets on diet and exercise.
2. Demonstrate and explain various exercises and their value.
3. Demonstrate and discuss body alignment.
4. Discuss tension and its accompanying problems.
5. Aid students in analyzing posture problems.
6. Aid students in recording their progress.

Course Title - RACQUETBALL

Course Description

Emphasis is placed upon learning specific techniques, fundamentals, and rules of racquetball. The student will learn how to play singles and/or doubles and scoring.

Student Information

Grade level - 9, 10

Course Goals

1. To provide physical growth and development.
2. To continue motor skill development.
3. To provide continued opportunity for social and emotional development.

Standard Texts and Materials

Study guide compiled by the teacher

Course Objectives

The student will:

1. Develop basic skills necessary to playing the game:
    a. Underarm strokes
    b. Sidearm strokes
    c. Overarm strokes
2. Develop basic footwork necessary to play the game.
3. Be able to display an understanding of rules and terminology of racquetball singles and doubles.
4. Be able to demonstrate and use simple team strategy.

Course Title - SOCCER I

Course Description

This course should help the student develop an appreciation for the skills involved in playing soccer, one of the fastest growing sports in the world. Skills and concepts of team strategy and team play will be taught.

Student Information

Grade level - 9, 10

Course Goals

To develop physical vigor, mental alertness and emotional stability through game activity which can provide for the fullest measure of enjoyment and satisfaction in leisure time.

Standard Texts and Materials

See Bibliography

Course Objectives

The student shall:

1. Learn about the history of soccer.
2. Learn the rules of soccer.
3. Learn the basic skills of soccer.
4. Learn simple strategy.
5. Learn basic safety.
6. Learn basic terminology.

Major emphasis will be placed on basic skills and terminology at the ninth grade level with the remaining objectives being emphasized at the tenth grade level.

Course Title - SOCCER II

Course Description

This activity should help the student develop an appreciation for the skills involved in playing soccer, one of the fastest growing sports in the world. Skills and concepts of team strategy and team play will be taught.

Student Information

Grade level - 11, 12

Course Goals

To teach the skills and concepts of soccer which will help develop team work and sportsmanship.

Standard Texts and Materials

See Bibliography

Course Objectives

The student shall:
1. Review basic skills as learned in grades 9-10.
2. Review rules and terms as learned previously.
3. Learn what penalties are imposed for certain infractions.
4. Learn more complex strategy.
5. Increase basic skill proficiency.

Course Title - RUNNING (For leisure time fun)

Course Description

This activity is specifically designed for the student who enjoys running and/or jogging. This unit will provide a means for developing and maintaining physical fitness as well as providing an opportunity for those who enjoy the challenge and self satisfaction of running.

Student Information

Grade level - 11, 12

Course Goals

1. To provide a vigorous activity in which the student can reach his potential.
2. To provide a better understanding and knowledge of fitness and the cardiovascular principles involved when training.

Standard Tests and Materials

See Bibliography
Handout compiled by teacher

Course Objectives

The student will:

1. Demonstrate a knowledge of basic training principles.
2. Be able to figure his/her training heart rate and estimate his/her percent body fat.
3. Develop a realization of his/her physical capabilities and how to develop them to the fullest.
4. Keep a written journal of activities and feelings to monitor progress.

Course Title - SOFTBALL

Course Description

Through this activity the student may develop a desire to participate in and understand softball as a recreational team sport. The instruction will help the student to develop adequate skills and knowledge to continue softball in the future.

Student Information

Grade level - 9, 10 - Boys

Course Goals

1. To provide an activity that will develop further the values of sportsmanship, desire, self-control and cooperation.
2. To better acquaint the student with the rules and skills of both baseball and softball so that he can better appreciate the games as a spectator.

Standard Texts and Materials

See Bibliography

Course Objectives

The student will:

1. Learn the basic rules of softball.
2. Demonstrate proper techniques and fundamentals of softball.
3. Learn proper safety procedures.
4. Learn the basic terminology necessary to playing softball.

(Major emphasis will be placed on basic skills and terminology at the ninth grade level with the remaining objectives being emphasized at the tenth grade level.

Course Title - SOFTBALL

Course Description

This activity will help develop skills which will provide the students with an excellent activity after graduation and to better acquaint the student with the rules and skills of softball so that the student can better appreciate the game as a spectator.

Student Information

Grade level - 11, 12 - Boys

Course Goals

To provide an activity that will develop further the values of sportsmanship, desire, self-control and cooperation.

Standard Texts and Materials

See Bibliography

Course Objectives

1. Review the basic skills of softball learned in 9-10 grades.
2. Learn any new rules of softball and review all basic rules.
3. Understand the basic principles of umpiring softball.
4. Be able to demonstrate and understand advanced techniques of softball.
    a. offensive team play
    b. defensive team play

Course Title - SOFTBALL

Course Description

This unit will develop the fundamental team and individual skills needed to play softball.

Student Information

Grade level - 9, 10 - Girls

Course Goals

1. To develop the fundamental physical skills needed to play softball.
2. To be able to socially handle a team situation.
3. To develop an appreciation of a team sport.

Standard Texts and Materials

Handouts

Course Objectives

1. The student shall understand the basic rules of softball.
2. The student shall develop the basic physical skills necessary to participate in the game.
3. The student shall develop basic playing strategy.
4. The student shall understand the basic terminology of the game.
5. The student shall learn and demonstrate the safety procedures necessary for playing the game.

Course Title - SOFTBALL

Course Description

This activity will stress work on the team and individual skills needed to play softball. Actual play will be an important aspect of the unit.

Student Information

Grade level - 11, 12 - Girls

Course Goals

1. To develop a proficiency in the physical skills needed to play softball.
2. To be able to socially handle a team situation.
3. To develop an appreciation of a team sport as a lifetime activity.

Standard Texts and Materials

Handouts

Course Objectives

1. The student shall understand the basic rules of softball.
2. The student shall develop a greater proficiency in the physical skills necessary to participate in the game.
3. The student shall learn and demonstrate advanced playing strategies.
4. The student shall learn and use basic and advanced terminology of the game.
5. Students shall acquire the skills necessary to umpire the game.

Course Title - SPEEDBALL

Course Description

This activity will teach the student the similarities and differences of speedball to soccer. Basic skills and techniques of speedball will be learned. Rules and game situations will be learned and practiced.

Student Information

Grade level - 9, 10

Course Goals

1. To provide physical growth and development.
2. To continue motor skill development.
3. To improve knowledge and understanding development.

Standard Texts and Materials

None

Course Objectives

The student will:
1. Learn the history and origin of speedball.
2. Learn the rules of speedball.
3. Learn to basic skills of speedball
4. Learn basic strategy.
5. Learn basic terms

Course Title - TABLE TENNIS

Course Description

This activity is designed to teach the skills and concepts needed for the student to participate in the popular recreational pastime of table tennis. In addition to skill development, emphasis will be placed on learning the rules of the activity.

Student Information

Grade level - 11, 12

Course Goals

To develop an awareness of table tennis as a recreational carry-over activity and to develop skills necessary to play table tennis efficiently.

Standard Texts and Materials

See Bibliography

Course Objectives

The student will:

1. Demonstrate the knowledge of the basic skills necessary to playing table tennis:
    a. serve
    b. return of service-rally
    c. spike
2. Be able to develop an understanding of the rules necessary to playing singles and doubles in table tennis.
3. Show their knowledge of terminology in table tennis and demonstrate proper care of equipment.

Course Title - TENNIS

Course Description

In this activity the emphasis is placed on learning specific techniques, fundamentals and rules of tennis. The student will also learn how to play both singles and doubles and how to score both phases.

Student Information

Grade level - 9, 10

Course Goals

1. To provide physical growth and development.
2. To continue motor skill development.
3. To provide continued opportunity for social and emotional development.

Standard Texts and Materials

None

Course Objectives

The student will:

1. Develop basic skills necessary to playing the game:
    a. forehand drive
    b. backhand drive
    c. serve
    d. lob
    e. smash
    f. footwork
    g. grip
2. Learn to select and care for equipment.
3. Be able to display an understanding of rules and terminology of tennis doubles and singles.
4. Be able to demonstrate and use simple team strategy.

Course Title - TENNIS

Course Description

Fundamentals of tennis will be reviewed to help the student develop skills in playing the game. Tournament play will be a part of the unit. Strategy in both singles and doubles will be discussed. Emphasis will be placed on tennis rules and on playing techniques.

Student Information

Grade level - 11, 12

Course Goals

1. To provide physical growth and development.
2. To continue motor skill development.
3. To provide continued opportunity for social and emotional development.

Standard Texts and Materials

See Bibliography

Course Objectives

The student will:

1. Understand the basic rules, terminology, and equipment necessary to playing the game.
2. Demonstrate the ability to develop improved game techniques.
    - a. overhand serve
    - b. forehand drive
    - c. backhand drive
    - d. net play
3. Develop the knowledge and ability to employ offensive and defensive tactics in both singles and doubles.

Course Title - TUMBLING

Course Description

This unit will include fundamentals of tumbling. Safety precautions will be stressed.

Student Information

Grade level - 9, 10
Basic knowledge from Elementary and Middle schools

Course Goals

1. To develop a positive attitude towards personal physical growth and health.
2. To develop basic skills for lifetime sports.

Standard Texts and Materials

Handouts

Course Objectives

The student shall:

1. Be able to perform basic tumbling skills.
    - a. Rolls
        - 1) Forward
        - 2) Backward
        - 3) Log
        - 4) Ball
        - 5) Three forward rolls in succession
        - 6) Backward extension roll
    - b. Stunts
        - 1) Chinese get-up
        - 2) Elephant Walk
        - 3) Heel klicks
        - 4) Twister
        - 5) Fish flop
    - c. Balances
        - 1) Tip-up
        - 2) Hand-knee-shoulder stand
        - 3) Angel
    - d. Head and Handstands
        - 1) Plain
        - 2) Forearm headstand
        - 3) Forearm stand (head off mat)
2. Be able to demonstrate proper safety techniques
3. Learn proper care of mats.

Course Title - UNIVERSAL GYM AND WEIGHT TRAINING

Course Description

The student will be instructed in the use, safety, and how to develop an individual program using the universal gym and free weights.

Student Information

Grade level - 9, 10

Course Goals

1. To improve knowledge and understanding of the universal gym and free weights.
2. To improve basic body strength and physical growth.
3. To develop an appreciation towards the use of the universal gym and free weights.

Standard Texts and Materials

Handout compiled by the teacher

Course Objectives

The student shall:
1. Recognize basic safety while using the universal gym and free weights.
2. Understand the function of the different stations on the universal gym.
3. Be able to use the free weights and understand the proper use and also proper spotting techniques.
4. Be able to demonstrate the proper use of the weight lifting equipment.
5. Be able to put an individualized program together to increase basic strength and fitness.

Course Title - UNIVERSAL GYM AND WEIGHT TRAINING

Course Description

The student will receive instruction on the universal gym and in free exercises as a means for developing and maintaining physical fitness. The student will have an opportunity to work on an individualized program to increase body strength and overall fitness.

Student Information

Grade level - 11, 12

Course Goals

1. To provide physical growth and development.
2. To continue motor skill development.
3. To improve knowledge and understanding development.

Standard Texts and Materials

See Bibliography

Course Objectives

The student will:

1. Understand the basic rules and safety techniques necessary to use the universal gym machine and free weights.
2. Understand and be able to use all the stations on the universal gym and free weights.
3. Demonstrate the ability to work on an individualized program to increase body strength and fitness.
4. Develop a basic vocabulary concerning weight training and development:
    a. barbell
    b. clean and jerk
    c. lift
    d. weight lifting
    e. weight training
    f. repetition
    g. sets

Course Title - VOLLEYBALL

Course Description

The fundamentals of volleyball will be taught. There will be drills to help facilitate the learning of basic skills. There will also be team play.

Student Information

Grade level - 9, 10

Course Goals

1. To aid students physical growth and development.
2. To aid motor skill development
3. To aid knowledge and understanding of team play.

Standard Texts and Materials

Study guide compiled by the teacher.

Course Objectives

The student shall:
1. Demonstrate knowledge of basic skills learned in volleyball.
2. Develop vocabulary necessary to participating in volleyball.
3. Understand basic volleyball rules.
4. Demonstrate beginning team play.

The teacher shall:
1. Demonstrate and explain volleyball skills.
2. Handout and explaination sheet on terms.
3. Handout and explaination sheet on rules.
4. Discuss and explain team play.

Course Title - POWER VOLLEYBALL

Course Description

The fundamentals of volleyball will be reviewed along with the rules of the game. Team play will be stressed. Tournaments may be organized.

Student Information

Grade level - 11, 12

Course Goals

1. To continue motor skill development.
2. To provide continued opportunity for social and emotional development.

Standard Texts and Materials

Study guide compiled by teacher.

Course Objectives

The student shall:
1. Understand basic rules, terms and etiquette necessary to playing volleyball.
2. Demonstrate the ability to perform the basic skills learned in grades 9-10.
3. Be able to use overhand and sidearm serve.
4. Understand the basic principles of officiating volleyball.
5. Be able to emphasize teamwork, setting up, spiking, and other advanced offensive and defensive team tactics.

The teacher shall:
1. Demonstrate and explain proper volleyball skills.
2. Hand out and review study guides.
3. Demonstrate overhead and sidearm serve.
4. Explain officials techniques and duties.
5. Demonstrate and explain various offensive and defensive formations, including proper skills of bumping, spiking, and setting.

Course Title - WRESTLING

Course Description

This activity will develop an appreciation in the sport of wrestling in a controlled and supervised competitive situation.

Student Information

Grade level - 9, 10 - Boys

Course Goals

1. To introduce basic wrestling skills.
2. To develop an appreciation for wrestling as a participant and as a spectator.

Standard Texts and Materials

See Bibliography

Course Objectives

The student will:

1. Demonstrate a knowledge of the techniques and strategy of wrestling:
   a. Take downs
      1) Single leg
      2) Double leg
      3) Arm pull
   b. Break downs
      1) Near arm
      2) Near arm for ankle
      3) For arm
      4) For knee, ankle
   c. Escapes
      1) Stand up
      2) Sit out
      3) Side roll
   d. Pins
      1) Half Nelson and crotch
      2) Cradle
2. Demonstrate a knowledge of wrestling rules.
3. Learn the basic techniques of officiating and scoring a wrestling match.
4. Learn proper safety procedures necessary for wrestling.

*Major emphasis will be placed on basic skills and terminology at the ninth grade level with the remaining objectives being emphasized at the tenth grade.

HIGH SCHOOL FITNESS TESTING PROGRAM

Course Description

This activity will let the student develop an understanding of cardiovascular fitness. The students will be tested in the fall, and given the opportunity to improve and develop skills that will be re-tested in the spring.

Student Information

Grade level - 9, 10

Course Goals

1. To develop a sound mind and sound body.
2. To develop an interest in physical growth and development.
3. To develop motor skills.

Standard Texts and Materials

Health related physical fitness by AAHPERD

Individual results

Film "Run Dick, Run Jane" BAVI-UW

Course Objectives

The student shall:

1. Perform basic physical fitness test twice a year - once in fall and once in the spring.
2. Learn what test is devised to measure.
3. Be able to compare one's own fitness with other students throughout the nation who are the same age, and with one's own previous performances.

Table 2-5. Percentile Norms.
Ages 13-18 for the 1.5 Mile (yards)
and 12-Minute (minutes and seconds) Run for Boys

Percentile	12-Min. Run	1.5 Mile Run
95	3297	8:37
90	3140	9:15
85	3037	9:40
80	2952	10:01
75	2879	10:19
70	2819	10:34
65	2759	10:48
60	2699	11:02
55	2648	11:15
50	2592	11:29
45	2536	11:42
40	2485	11:55
35	2425	12:10
30	2365	12:24
25	2305	12:39
20	2232	12:56
15	2147	13:17
10	2044	13:42
5	1888	14:20

Norms from the Texas Physical Fitness Test (1973)

Table 2-6. Percentile Norms.
Ages 13-18 for the 1.5 Mile (yards)
and 12-Minute (minutes and seconds) Run for Girls

Percentile	12-Min. Run	1.5 Mile Run
95	2448	12:17
90	2318	13:19
85	2232	14:00
80	2161	14:34
75	2100	15:03
70	2050	15:26
65	2000	15:50
60	1950	16:14
55	1908	16:34
50	1861	16:57
45	1815	17:19
40	1772	17:39
35	1722	18:03
30	1672	18:27
25	1622	18:50
20	1561	19:19
15	1490	19:53
10	1404	20:34
5	1274	21:36

Norms from the Texas Physical Fitness Test (1973)

Modified Physical Education

Unit Description

This course is designed for the student who is unable to participate in regular physical education due to a physical limitation or injury.

Student Information

Grade level - 9, 10, 11, 12

Unit Goals

1. To develop a program for those with limited physical abilities.
2. To provide continual physical growth and development.
3. To provide an exposure to different activities and the opportunity to enjoy physical activity within the students' ability level.
4. To provide an opportunity to assess individual physical capabilities in cooperation with physical therapist and doctor.

Unit Objectives

The student shall:

1. Learn to adjust to his or her physical limitations.
2. Acquire a knowledge of different sports in order to become a good spectator.

MIDDLETON HIGH SCHOOL

7400 North Avenue • Middleton, Wisconsin 53562 • (608) 836-7641

Dear Parent:

Your son/daughter ______________________________ has been referred to the guidance office for placement in a Modified Physical Education class for the following reasons: ____ ____ and length of time: ____________________________________. Any disability that would result in being out of phy. ed. class for more than two weeks would involve placement in an adaptive class. Special sections will be created for those students whose needs cannot be met in existing classes.

It is the intention of the Physical Education Department to involve your student in some meaningful activity during their temporary or permanent physical disability. It will be with your cooperation, and that of a physician, that meaningful activities can be planned and carried out by our fine staff. If you have any questions, or would prefer that an Adaptive Program NOT be established for your son/daughter, please call either the guidance office or me at your earliest convenience.

Sincerely,

DWicklund

Mr. Dennis Wicklund
Assistant Principal
Physical Education Supervisor

Bradford Allison, Ph.D., Principal
Marvin De Young, Asst. Principal, Doris Schroeder, Asst. Principal, Dennis Wicklund, Asst. Principal

MODIFIED PHYSICAL EDUCATION
REFERRAL FORM
MIDDLETON HIGH SCHOOL 1982-83

NAME OF STUDENT ____________________ GRADE LEVEL _____

PRESENT PHY. ED. SECTION ____________________

REASON FOR REFERRAL ____________________

____

____

APPROX. LENGTH OF PROGRAM NEEDED ____________________

ACTIVITIES RECOMMENDED ____________________

____

ACTIVITIES PROHIBITED (see attached copy of physician's note)

____

____

PERIODS STUDENT IS AVAILABLE ____________________

POSSIBLE PHYSICAL EDUCATION SECTIONS FOR PLACEMENT __________

____

____

OTHER COMMENTS ____________________

____

____

____________________ ____________________
REFERRING TEACHER DATE

____
DEPARTMENT COORDINATOR

Safety in Physical Education

Among the goals and objectives of physical education is the idea that the student should be able to enjoy the class while learning being creative, challenging him/herself, and interacting with others. The dangers of injury are very real from contact with others, objects and various pieces of equipment.

In order to make students fully aware of the safety aspects of physical education as a curricular area there are a number of general rules which are all applicable for the benefit of all participants.

1) Students can only use equipment (gynmastics, weight training, etc.) when a teacher is physically present in the teaching area.
2) Equipment should be checked daily to assure that it is in proper working condition. This includes checking daily to assure that it is in proper working condition. This includes checking gymnastics equipment to be sure all joints are tight and that mats are correctly placed. Problems should be remedied immediately and reported to the department coordinator or principal if the problem cannot be corrected by the teacher.
3) Safety rules appropriate to any activity must be discussed prior to beginning the unit, and these rules must be periodically re-emphasized during the unit being covered.
4) Safety bars must be used when lifting free weights. The only exception to this is when knowledgeable and responsible spotters are available.
5) Skills will be taught in a normal progression and the appropriate spotting techniques will be emphasized.
6) Students must have the permission of the teacher before attempting new and more difficult stunts/activities than the material presented in class.
7) In case of an emergency, the instructor will send a student for assistance at the school office. The Emergency Medical Service (EMS) number (831-2111) shall be posted in the teaching station.
8) Locker and shower rooms shall be treated as an extension of the teaching station and behavior consistent with the organized class shall be expected.
9) Teachers shall check the confidential health records list and make notations in their grade book/log of potential medical problems--both for their own use and for that of any substitute teacher who may work with the class.
10) All medical excuses must be given to the teacher immediately upon return from the physician. A modified program shall be designed for each individual who is unable to take part in class activities over an extended period of time. This shall be done in conjunction with the attending physician.
11) Students are expected to be physically present in the assigned teaching area at all times and are expected to be under supervision of the teacher at all times.
12) Gum, candy or food is not to be consumed during physical education class.
13) Students may participate in class only with the assigned attire.
14) All accidents and injuries must be reported to the teacher immediately.
15) Each teacher shall develop rules and procedures unique to that building, class or situation in order to assure safe conduct of all class activities.